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ECLECTIC EDUCATIONAL SERIES.

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NEW

FOURTH ECLECTIC READER:

INSTRUCTIVE LESSONS FOR THE YOUNG.

BY

W. H. McGUFFEY, LL.D.

VAN ANTWERP, BRAGG & CO.,

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PREFACE.

This volume, the fourth in the remodeled series of the Eclectic Readers, contains a large amount of primary matter, much of which is new. The increased amount of such matter, contained in this and the preceding volumes of this series, it is believed, will be found amply sufficient to supply the deficiency which exists in other Reading Books in this respect.

Articulation and Pronunciation are treated of systematically and thoroughly in the introductory pages, and exercises for practice, numerous and varied, will be found interspersed between the lessons.

Exercises in Spelling and Defining are placed at the head of the lessons, and are intended not only as valuable practice and information for the pupil, but also as specimens of the manner in which the lessons should be studied and recited. The teacher should add to the list all important words.

Lessons on Marks and Pauses, and on Inflection and Accent, are contained in this volume. It is recommended that the attention of the pupil be especially directed to these subjects, and that he be frequently examined upon them. The questions in this, as in the other volumes of the series, are intended to suggest rather than prescribe the method of examination. They can be varied at the teacher's pleasure.

The Reading Lessons are drawn from a great variety of sources. Many are translations. They have been extensively remodeled, and some of them re-written. The names of the authors, from whom they are derived, are therefore omitted, they not being responsible for them in their present form.

The present edition is considerably enlarged, the additional selections being all new, and several of them relating to recent historical events, of enduring interest to all Americans.

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MARKS AND PAUSES.

1. A Hyphen (-) is used between syllables; as,

No-ble, col-o-ny,

and between the parts of a compound word; as,

Paper-mill, water-fall.

2. A Comma (,) denotes the shortest pause; as,

John, come to me.

3. A Semicolon (;) denotes a pause a little longer than a comma; as,

God is good; for he gives us all things.

4. A Colon (:) denotes a pause a little longer than a semicolon; as,

Be wise to-day: 'tis madness to defer.

5. A Period (.) denotes a full stop; as,

God is love. Life is short.

6. An Interrogation point (?) denotes a question; as,

Has he come? Who are you?

7. An Exclamation point (!) denotes strong feeling; as,

Oh Absalom! my son! my son!

8. Quotation marks (" ") denote the words of another; as,

God said, "Let there be light."

9. An Apostrophe (') denotes that a letter or letters are left out; as,

O'er, for over; 't is, for it is.

It also denotes the possessive case; as, Man's hat.

10. A Parenthesis ( ) includes what, if omitted, would not obscure the sense. The words included in it should be read in a low tone.

11. Brackets [ ] include something intended to exemplify what goes before, or to supply some deficiency, or rectify some mistake.

12. A Dash (—) denotes a long or significant pause, or an abrupt change or transition in a sentence.

13. Marks of Ellipsis (* * *) indicate the omission of letters of a word, or words of a sentence; as, P * * * * e J * * n, for Prince John; the * * * * * * * was hung, for the traitor was hung.

Sometimes a long line, or a succession of dots is used instead of stars; as, J——n A———s, for John Adams; the D . . e W . . . . . m, for the Duke William.

14. A Brace (}) is used to connect several lines or words together.

15. A Diæresis (··) is put over the latter of two vowels, to show that they belong to two distinct syllables; thus, Creätor.

16. A Section (§) is used to divide a discourse or chapter into parts.

17. An Index, or Hand ( ) points out something that requires particular attention.

18. A Paragraph (¶) denotes a new subject.

19. Certain marks (*, †, ‡, ‖, §,) are used to refer to some remark in the margin.

20. A Caret (ʌ) is used in writing, to show that something is omitted; as,

n her
Maner. I love for her modesty and virtue.
ʌ ʌ

ARTICULATION.

DISTINCT and correct ARTICULATION lies at the foundation of all excellence in reading, conversation, and public speaking.

That there is a great defect in *early education*, in this particular, all will bear testimony. The remedy should be applied where the evil commences.

This branch can be taught only by example. The teacher's voice must be the model, and the pupil must imitate him.

KEY TO THE SOUND OF THE LETTERS.

VOCALS.

				ELEMENT.						ELEMENT.
a	as in	fate,	marked	$\overset{1}{a}$	o	as in	note,	marked	$\overset{1}{o}$
a	"	fat	"	$\overset{2}{a}$	o	"	not	"	$\overset{2}{o}$
a	"	far	"	$\overset{3}{a}$	o	"	nor	"	$\overset{3}{o}$
a	"	fall	"	$\overset{4}{a}$	o	"	wolf	"	$\overset{4}{o}$
a	"	was	"	$\overset{5}{a}$	o	"	do	"	$\overset{5}{o}$
e	"	me	"	$\overset{1}{e}$	o	"	love	"	$\overset{6}{o}$
e	"	met	"	$\overset{2}{e}$	u	"	tube	"	$\overset{1}{u}$
e	"	her	"	$\overset{3}{e}$	u	"	tub	"	$\overset{2}{u}$
i	"	pine	"	$\overset{1}{i}$	u	"	fur	"	$\overset{3}{u}$
i	"	pin	"	$\overset{2}{i}$	u	"	full	"	$\overset{4}{u}$
i	"	sir	"	$\overset{3}{i}$	oi	"	boy, oil	"	oi
y	is the same as			i	ou	"	loud, now		ou

OBSERVE, that $\overset{4}{a}$ in $\overset{4}{fall}$ is the same as $\overset{3}{o}$ in $\overset{3}{nor}$; $\overset{5}{a}$ in $\overset{5}{was}$ the same as $\overset{2}{o}$ in $\overset{2}{not}$; that $\overset{3}{e}$, $\overset{3}{i}$, $\overset{3}{u}$, in $\overset{3}{her}$, $\overset{3}{sir}$, $\overset{3}{fur}$, are the same; and that $\overset{4}{o}$ in $\overset{4}{wolf}$ is the same as $\overset{4}{u}$ in $\overset{4}{full}$.

SUBVOCALS.

	ELEMENT.		ELEMENT.
b as in bib	b	v as in van	v
d " did	d	w " win	w
g " gag.	g	y " you	y
j " jug.	j	z " zag	z
l " lull.	l	zh " azure . . .	zh
m " mum	m	th " thee	th
n " nun.	n	ng " sing	ng

r (rough) as in rub, (trilled); and (smooth) as in form, (untrilled) r

ASPIRATES.

	ELEMENT.		ELEMENT.
f as in fill	f	t as in tin	t
h " him	h	sh " shore . . .	sh
k " kit.	k	ch " chin	ch
p " pin	p	th " thin	th
s " sin.	s	wh " why	wh

To Teachers.—Varied and numerous Exercises on vowel and consonant sounds are given here and in the body of the book.

EXERCISE I.—VOCALS.

Let the teacher utter *each word*, and then its *vowel* sound, and let the pupil imitate him *closely* and *carefully*; thus,

Mate, $\overset{1}{a}$: Rate, $\overset{1}{a}$: Man, $\overset{2}{a}$: Far, $\overset{3}{a}$: etc.

$\overset{1}{a}$.—Mate, rate, rain, aim, say, day, they, ere, feint, weigh, gauge, break, steak.

$\overset{2}{a}$.—Man, ran, pan, tan, can, van, fan, shall, lamp, back, hack, mat, cat, bran, stand.

$\overset{3}{a}$.—Far, star, bar, hard, ah, aunt, launch, stanch, laugh, heart, guard, psalm, balm, calm.

4 **a.**—Ball, talk, hall, pall, walk, pause, saw, law, broad, fraud, daub, storm, morn, naught.

5 **a.**—Was, what, wad, wan, wash, swan, swap, stop, nod, blot. (The same as *o* in *not.*)

1 **e.**—Me, he, tree, agree, sea, tea, key, field, mien, ceiling, deceit, people, police, ravine.

2 **e.**—Met, set, bell, bread, dead, said, saith, says, friend, leopard, guess, any, many, bury.

3 **e.**—Her, err, clerk, earn, heard, were, durst, first. (The same nearly as *i* in *sir*, and *u* in *fur.*)

1 **i.**—Pine, mine, fine, sign, lie, tie, rye, sky, type, sleight, buy, guide, guise, aisle.

2 **i.**—Pin, pill, sin, guilt, fountain, captain, been, busy, surfeit, sieve, lyric, hymn.

3 **i.**—Sir, bird, stir, third, girl, birch, mirth, birth. (The same, nearly, as *e* in *her*, and *u* in *fur.*)

Y as a vowel has uniformly the same sound as *I.*

1 **o.**—No, go, door, loam, boat, toe, hoe, soul, four, though, snow, sew, yeomen, bureau.

2 **o.**—Not, shot, blot, chop, throb, snob, bother, body, wan, what. (The same as *a* in *was.*)

3 **o.**—Nor, born, corn, storm, morn, cork, fork, small, stall. (Nearly the same as *a* in *fall.*)

4 **o.**—Wolf, wool, hoof, roof, foot, wood, would, should, pull, full. (The same as *u* in *full.*)

5 **o.**—Move, prove, who, tool, fool, bloom, doom, tomb, group, tour, soup, shoe, canoe.

6 **o.**—Love, son, none, flood, blood, front, shove, touch, does, ocean. (The same as *u* in *tub.*)

1 **u.**—Tube, hue, suit, new, view, lieu, feud, beauty.

u.[2]—Rub, tub, mum, sum, sun, such, much, tuck, luck, touch. (The same as *o* in *son.*)

u.[3]—Fur, curl, furl, hurl, spur, hurt, burn, turn, spurn. (The same as *e* in *her*, and *i* in *sir.*)

u.[4]—Full, pull, push, bush. (The same as *o* in *wolf.*)

oi, oy.—Oil, boil, point, joint, voice, noise, avoid, boiler, boy, coy, joy, toy, alloy, annoy.

ou, ow.—Our, sour, cloud, owl, now, bow, couch.

EXERCISE II.—SUBVOCALS.

Let the *sound* of each letter be given, and not its *name.* After articulating the *sounds*, each word should be pronounced distinctly. Silent letters are sometimes omitted, that the *sound* alone may occupy the mind.

b.—Be, by, bo, boy, bow, bib, bob, sob, mob, rob, bite, bone, band, bile, bout, bubble.

d.—Dy, deed, did, dab, bad, bed, bid, bud, dub, deep, dead, door, done, did, indeed.

g.—Go, gad, gig, gaf, bag, beg, fog, fig, big, dig, gate, gone, girl, gift, rag, log, bog.

j.—Jo, joy, gib, jig, gill, job, jag, jug, judge, fudge, age, ginger, soldier.

l.—Lo, lull, lol, lad, led, dell, bill, hill, mill, sill, pill, line, lone, lute, lily, folly, travel.

m.—Me, my, mum, mad, mud, muf, mug, ham, dim, him, aim, maim, blame, came.

n.—No, nu, now, nab, nod, nik, man, fan, can, sun, nun, fun, ninny, none, noun.

r. (rough)—Ri, ro, reer, rib, red, rough, real, riot, ripe, rope, rude, rap, ragged.

r. (smooth)—Form, storm, farm, worn, for, car, manner.

v.—Van, vat, duv, giv, hav, liv, luv, siv, vine, vale, vow, vivid, stove, of, Stephen.

w.—Wa, we, woe, web, wed, wod, wig, wel, wag, wave, wood, will, wide, wish, wonder.

y.—Ye, yu, yam, yon, yes, yet, yot, yel, yarn, yoke, your, yield, yawn, yonder, filial.

z.—Ze, zed, zag, buz, hiz, haz, woz, riz, rose, rise, zone, lives, stars, suffice (suffize).

zh.—Zha, zhe, zhi, zho, zhu, zhoi, zhow, azure, osier, usual, measure, rouge (roozh).

th.—Thee, thy, tho, them, than, they, thine, blithe, beneath, fathom, those, these.

ng.—Bang, ding, fang, gang, bring, sing, fling.

EXERCISE III.—ASPIRATES.

f.—Fi, fib, fob, fed, buff, beef, dof, duf, fife, if, off, life, strife, phrase, laugh.

h.—Ha, he, hi, hub, had, hag, hog, hug, how, hem, hill, hull, home, hope, hire, hose, horse.

k.—Kill, kite, keep, bake, take, cob, cat, cag, cow, come, chord, black, quit, quell, quote, quick.

p.—Pi, pe, pu, pop, pip, pig, pill, lip, nip, map, pipe, pope, pine, hope, apple, path, pile, pall.

s.—Sa, se, sad, sed, cill, fuss, kiss, miss, siss, cent, cease, city, sick, sane, sound, sincere.

t.—Te, ty, tal, tub, tug, hat, fat, cat, mat, toe, totter, tint, tone, tent, time, sleet, taught.

sh.—Shu, shad, shall, ship, dash, fish, lash, rush, sure, ocean, notion, passion, chaise.

ch.—Chin, chid, chop, chip, chat, rich, much, such, cheat, church, chime, bastion, chide, cheer.

th.—Thin, thick, hath, path, seth, think, theme, teeth, truth, breath, pith, three, throat.

EXERCISE IV.

CONSONANT SOUNDS COMBINED.

Utter the *sound* of the letters, and pronounce *very distinctly*.

The combined consonants should be uttered *together* and not *separately*, their *sound*, as nearly as possible, being given and not the *names* of the letters. Thus, ^{2}bred should not be spelled be-er-e-de, but ^{2}br-e-d, ^{2}bred.

Some of the syllables are formed and spelled *arbitrarily*, that the sound of the letters may be more easily uttered.

Double letters, as *ll*, *ff*, &c., are sounded as single letters.

---

br.—Bred, brag, brad, bran, brig, brow, brat, brim, brick, brush, bru, breed, bride, brown, brick.

bz, bst.—Fibs, fibst, robs, robst, sobs, sobst, rubs, rubst, dubs, dubst, bobs, bobst, mobs, mobst.

bd, bdst.—Fibd, fibdst, sobd, sobdst, robd, robdst, rubd, rubdst, dubd, dubdst, bobd, bobdst.

bl.—Bled, blab, bless, blow, bluff, blu, blur, bliss, blush, stabl, nibbl, babbl, gabbl, gobbl, hobbl.

blz, blst.—Fabls, fablst, stabls, stablst, nibbls, nibblst, babbls, babblst, gabbls, gabblst.

bld, bldst.—Fabld, fabldst, stabld, stabldst, nibbld, nibbldst.

---

dr.—Drip, dril, drop, drag, dram, drug, drum, dra, dress, drink, drunk, dred, drab, drout.

dz, dst.—Rids, ridst, bids, bidst, adds, addst, gads, gadst, sheds, shedst, sods, sodst, voids, voidst.

dl.—Addl, paddl, saddl, peddl, fiddl, riddl, puddl, fuddl, cuddl, huddl, needl, idl, ladl.

dlz, dlst.—Addls, addlst, paddls, paddlst, saddls, saddlst, peddls, peddlst, fiddls, fiddlst.

dld.—Addld, paddld, saddld, peddld, fiddld, fuddld, puddld, cuddld, huddld, idld, ladld.

---

fr.—Fret, frog, fred, from, fril, frend, fry, frute, frunt, fresh, frame, fro, free, fra.

fs, fst.—Cufs, cufst, pufs, pufst, stufs, stufst, lufs, lufst, dofs, dofst, hufs, hufst, blufs, blufst.

ft.—Lift, waft, raft, sift, drift, gift, graft, rift, soft, theft, tuft, puft, daft, haft, craft, shaft.

fts, ftst.—Lifts, liftst, wafts, waftst, rafts, raftst, sifts, siftst, drifts, driftst, rifts, riftst.

fl.—Baffl, raffl, snaffl, scuffl, shuffl, muffl, snuffl, truffl, ruffl, rifl, stifl, trifl, maffl, whiffl.

fls, flst.—Baffls, bafflst, raffls, rafflst, shuffls, shufflst, ruffls, rufflst, rifls, riflst, trifls, triflst.

fld, fldst.—Baffld, bafflдst, raffld, rafflдst, shuffld, shufflдst, ruffld, rufflдst, rifld, riflдst.

---

gr.—Grot, grab, grim, grub, grin, grip, gra, gru, gro, grate, grave, grant, grape, grass, green.

gz, gst.—Begs, begst, digs, digst, gags, gagst, lags, lagst, bags, bagst, wags, wagst.

gd, gdst.—Begd, begdst, digd, digdst, gagd, gagdst, lagd, lagdst, bagd, bagdst.

gl.—Higgl, giggl, joggl, boggl, juggl, draggl, haggl, straggl, daggl, glib, glow, glee, glaze.

glz. glst.—Higgls, higglst, giggls, gigglst, joggls, jogglst, boggls, bogglst, juggls, jugglst.

gld, gldst.—Higgld, higgldst, giggld, giggldst, joggld, joggldst, boggld, boggldst.

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jd.—Jujd, dojd, hejd, wejd, rijd, flejd, bujd, fujd, kejd, lejd, brijd, lojd, mijd, cajd.

kr.—Crum, crib, crab, cram, crag, crash, crop, crock, crick, cry, cro, creel, crane, crone, crown.

kw, (qu).—quit, quell, quip, quid, quick, quack, quite, quote, quake, queen, queer, quince.

ks, kst, (x).—Kicks, kickst, mix, mixt, fix, fixt, box, boxt, licks, lickst, picks, pickst.

kt, kts.—Act, acts, fact, facts, pact, pacts, tact, tacts, pict, picts, sect, sects, lact, lacts.

kl.—Club, clad, clap, clam, clan, clip, cliff, clu, clown, clean, clear, close, cackl, tackl, buckl.

klz, klst.—Cackls, cacklst, tackls, tacklst, buckls, bucklst, hackls, hacklst.

kld, kldst.—Cackld, cackldst, tackld, tackldst, buckld, buckldst, hackld, hackldst.

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lf.—Elf, delf, pelf, self, shelf, gulf, sylph, wolf, gwelf.

ld.—Hold, old, fold, mold, told, bold, gold, sold, cold, wild, mild, child, field, shield, yield.

ldz, ldst.—Holds, holdst, folds, foldst, molds, moldst, gild, gildst, yields, yieldst, shields, shieldst.

lz, lst.—Fills, fillst, pulls, pullst, drills, drillst, spills, spillst, spells, spellst, tills, tillst.

lt, lts.—Melt, melts, pelt, pelts, tilt, tilts, kilt, kilts, salt, salts, hilt, hilts, belt, belts.

mz, mst.—Names, namst, tames, tamst, hems, hemst, dims, dimst, gems, gemst, aims, aimst.

md, mdst.—Namd, namdst, tamd, tamdst, hemd, hemdst, dimd, dimdst, gemd, gemdst.

---

nd.—Lend, bend, rend, mend, end, send, blend, band, and, land, sand, bound, round, sound.

ndz, ndst.—Lends, lendst, bends, bendst, sends, sendst, rends, rendst, ends, endst.

ndl.—Handl, kindl, fondl, trundl, dandl, candl, brindl.

ndlz, ndlst.—Handls, handlst, kindls, kindlst, fondls, fondlst, trundls, trundlst, dandls, dandlst.

ndld, ndldst.—Handld, handldst, kindld, kindldst, fondld, fondldst, dandld, dandldst.

nks, nkst.—Banks, bankst, clanks, clankst, ranks, rankst, flanks, flankst, sinks, sinkst.

nkd.—Bankd, clankd, winkd, thankd, rankd, flankd.

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nz, nst.—Wins, winst, sins, sinst, spins, spinst, tans, tanst, runs, runst, puns, punst.

nt, nts.—Hint, hints, print, prints, dint, dints, cent, cents, dent, dents, rent, rents.

nch, nchd.—Pinch, pinchd, flinch, flinchd, clinch, clinchd, hunch, hunchd, blanch, blanchd.

ngz, ngd.—Hangs, hangd, bangs, bangd, clangs, clangd, twangs, twangd, rings, ringd.

nj, njd.—Range, rangd, change, changd, hinge, hingd, fringe, fringd, cringe, cringd.

pr.—Prim, prop, prat, prig, prog, prest, print, pride, prone, prune, pry, pra, prank, prink.

pl.—Plant, pluck, plat, plot, plod, plad, plum, plan, plus, appl, grappl, crippl, rippl, nippl.

ps, pst.—Nips, nipst, dips, dipst, sips, sipst, taps, tapst, claps, clapst, saps, sapst, laps, lapst.

pt, pts.—Adopt, adopts, adept, adepts, sept, septs, crypt, crypts, accept, accepts.

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rj, rjd.—Merge, mergd, urge, urgd, charge, chargd, surge, surgd, enlarge, enlargd.

rd.—Card, bard, gard, cord, curd, herd, surd, yard, ford, hord, bord, pard, ward, bird.

rdz, rdst.—Cards, cardst, curds, curdst, herds, herdst, cords, cordst, lords, lordst.

rk.—Bark, mark, hark, lark, dark, dirk, lurk, work.

rks, rkst.—Barks, barkst, marks, markst, harks, harkst, lurks, lurkst, corks, corkst.

rl.—Curl, furl, hurl, whirl, twirl, purl, erl, marl, carl.

rlz, rlst.—Curls, curlst, furls, furlst, hurls, hurlst, whirls, whirlst, snarls, snarlst, twirls, twirlst.

rld, rldst.—Curld, curldst, furld, furldst, hurld, hurldst, whirld, whirldst, snarld, snarldst.

---

rm.—Arm, farm, harm, charm, term, form, warm, swarm, storm, worm, sperm, tharm.

rmz, rmst.—Arms, armst, farms, farmst, harms, harmst, charms, charmst, forms, formst.

rmd, rmdst.—Armd, armdst, farmd, farmdst, harmd, harmdst, charmd, charmdst, formd, formdst.

rn.—Turn, burn, churn, darn, barn, warn, scorn, morn, corn, born, ern, lern, tarn.

rnz, rnst.—Turns, turnst, churns, churnst, burns, burnst, scorns, scornst, warns, warnst.

rnd, rndst.—Turnd, turndst, churnd, churndst, burnd, burndst, scornd, scorndst.

rt.—Hurt, curt, dart, cart, mart, part, start, sort, girt, dirt, flirt, pert, shirt, tart.

rts, rtst.—Hurts, hurtst, darts, dartst, parts, partst, starts, startst, girts, girtst, carts, cartst.

rch, rchd.—Arch, archd, march, marchd, starch, starchd, parch, parchd, perch, perchd.

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sk.—Skip, skim, scab, scull, scum, scan, ask, task, mask, risk, bask, flask, husk, dusk.

sks.—Asks, tasks, basks, masks, risks, whisks, husks.

skd, skst.—Askd, askst, taskd, taskst, maskd, maskst, riskd, riskst, huskd, huskst.

sp, sps.—Gasp, gasps, rasp, rasps, hasp, hasps, grasp, grasps, lisp, lisps, crisp, crisps.

spd.—Gaspd, raspd, lispd, claspd, graspd, haspd, crispd, wispd, cuspd.

st, sts.—Nest, nests, chest, chests, crest, crests, fist, fists, mist, mists, list, lists.

sw.—Swim, swift, swig, swell, swill, swum, swan, sweet, sweep, swa, swing, swung, swam.

str.—Strap, strip, strop, stress, strut, strife, stra, stru.

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tl.—Rattl, tattl, battl, cattl, nettl, settl, whittl, scuttl, brittl, beetl, kettl, pottl, bottl, hurtl.

tlz, tlst.—Rattls, rattlst, tattls, tattlst, nettls, nettlst, settls, settlst, whittls, whittlst.

tld, tldst.—Rattld, rattldst, tattld, tattldst, settld, settldst, nettld, nettldst, whittld, whittldst.

ts, tst.—Bets, betst, pits, pitst, dots, dotst, hits, hitst, gets, getst, fit, fitst, set, setst.

tw.—Twin, twirl, twice, twine, twil, tweed, twist, twelve, twenty, twinge, twit, twain.

tr.—Trip, trot, trill, trod, trim, trap, tress, tret, truss, trash, track, try, truce, trick, trice.

vz, vst.—Givs, givst, lovs, lovst, livs, livst, savs, savst.

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zm, zmz.—Chasm, chasms, spasm, spasms, sism, sisms, prism, prisms, plasm, plasms.

zl.—Frizzl, drizzl, dazzl, puzzl, mizzl, nuzzl, guzzl.

zlz, zld.—Frizzlz, frizzld, drizzlz, drizzld, dazzlz, dazzld, puzzlz, puzzld, muzzlz, muzzld.

sht.—Dashd, mashd, lashd, gashd, flashd, dishd, fishd, rushd, crushd, hushd, sashd, hashd.

shr.—Shred, shrub, shrug, shrill, shrimp, shrink, shrunk, shrine, shroud, shrank, shrew.

thd.—Bathd, sheathd, soothd, breathd, smoothd, seethd, lathd, smeethd, reethd.

thz, thzt.—Baths, bathst, sheaths, sheathst.

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ngz, ngst.—Hangs, hangst, bangs, bangst, brings, bringst, rings, ringst, sings, singst.

ngd, ngdst.—Hangd, hangdst, bangd, bangdst, clangd, clangdst, stringd, stringdst.

nks, nkst.—Thanks, thankst, ranks, rankst, thinks, thinkst, flanks, flankst, banks, bankst.

nkd, nkdst.—Thankd, thankdst, rankd, rankdst, kinkd, kinkdst, bankd, bankdst.

dth, dths.—Width, widths, breadth, breadths, thousandth, thousandths.

kl, klz.—Circl, circls, circlst, circld, circldst, cycl, cycls, cyclst, cycld, cycldst.

lj, ljd.—Bilj, biljd, bulj, buljd, indulj, induljd, divulj, divuljd.

lb, lbs.—Alb, albs, bulb, bulbs, kalb, kalbs, elb, elbs, ilb, ilbs, olb, olbs.

lk, lks.—Milk, milks, milkst, milkd, milkdst, skulk, skulks, skulkst, skulkd, skulkdst.

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lm, lmz.—Elm, elms, helm, helms, whelm, whelms, film, films.

lp, lps.—Help, helps, helpst, helpd, helpdst, gulp, gulps, gulpst, gulpd, gulpdst.

lv, lvz.—Valv, valvs, valvd, delv, delvs, delvd, helv, helvs, helvd.

lch, lchd.—Belch, belchd, filch, filchd, milch, milchd, gulch, gulchd.

lth, lths.—Health, healths, wealth, wealths, filth, filths, tilth, tilths.

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mf, mfs.—Nymph, nymphs, lymph, lymphs, triumph, triumphs.

gth, gths.—Length, lengths, strength, strengths.

rb, rbz.—Curb, curbs, curbst, curbd, curbdst, barb, barbs, barbst, barbd, barbdst.

rf, rfs.—Turf, turfs, turfst, turfd, turfdst, dwarf, dwarfs, dwarfst, dwarfd, dwarfdst.

rv, rvz.—Curv, curvs, curvst, curvd, curvdst, nerv, nervs, nervst, nervd, nervdst.

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rth, rths.—Birth, births, girth, girths, mirth, mirths, erth, erths, herth, herths.

rp, rps.—Harp, harps, harpst, harpd, harpdst, carp, carps, carpst, carpd, carpdst.

rs, rst.—Nurs, nurst, curs, curst, vers, verst, cours, coursd, hers, hersd, hors, horsd.

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thl.—Thlab, thleb, thlib, thlob, thlub, thloib, thloub, thlag, thleg, thlig, thlog, thlug, thloig, thloug, thlal, thlel, thlil, thlol, thlul, thloil, thloul, thlav, thlev, thliv, thlov, thluv, thloiv, thlouv, thlax, thlex, thlix, thlux, thloix, thloux, thlaf, thlef, thlif, thlof, thluf, thloif, thlouf, thlam, thlem, thlim, thlom, thlum, thloim, thloum.

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thr.—Throb, thrum, thrush, thrust, throng, three, thru, thro, thrive, thrice, throat, throne, thret, thred, thrash, thresh, thrift, thrill, thrav, threv, thriv, throv, thruv, throiv, throuv, thrax, threx, thrix, throx, thrux, throix, throux, thral, threl, thril, throl, thrul, throil, throul, thram, threm, thrim, throm, thrum, throum.

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thw.—Thwack, thwart, thwab, thweb, thwib, thwob, thwoib, thwad, thwed, thwid, thwod, thwud, thwoid, thwal, thwel, thwil, thwol, thwul, thwoil, thwam, thwem, thwim, thwom, thwum, thwoim, thwap, thwep, thwip, thwop, thwup, thwoip, thwax, thwex, thwix.

EXERCISE V.

ERRORS TO BE CORRECTED.

To Teachers.—In the following exercise, the more common errors in articulation and pronunciation are denoted. The letters in *italics* are not *silent* letters, but are thus marked to point them out as those which are apt to be defectively articulated, omitted, or incorrectly sounded.

A

INCORRECT.		CORRECT.	INCORRECT.		CORRECT.
Fa-t'l	*for*	fa-t*a*l.	Sep-*e*r-ate	*for*	sep-*a*-rate.
reel	"	re-*a*l.	tem-per-*u*nce	"	tem-per-*a*nce.
cap-i-t'l	"	cap-i-t*a*l.	*u*p-pear	"	*a*p-pear.
crit-ic-*u*l	"	crit-ic-*a*l.	*u*p-ply	"	*a*p-ply.
prin-ci-p*u*l	"	prin-ci-p*a*l.	tem-per-*i*t	"	tem-per-*a*te.
test'ment	"	tes-t*a*-ment.	mod-er-*i*t	"	mod-er-*a*te.
firm'ment	"	fir-m*a*-ment.	in-ti-m*i*t	"	in-ti-m*a*te.

E

INCORRECT.		CORRECT.	INCORRECT.		CORRECT.
Ev'ry	*for*	cv-*e*r-y.	sev'ral	*for*	sev-*e*r-al.
b'lief	"	b*e*-lief.	'spy	"	*e*s-py.
pr'vail	"	pr*e*-vail.	'spe-cial	"	*e*s-pe-cial.
pr'dict	"	pr*e*-dict.	ev-i-d*u*nce	"	cv-i-d*e*nce.
r'tain	"	r*e*-tain.	prov-i-d*u*nce	"	prov-i-d*e*nce
r'main	"	r*e*-main.	si-l*u*nt	"	si-l*e*nt.
trav'ler	"	trav-*e*l-er.	mon-u-m*u*nt	"	mon-u-m*e*nt.
flut'ring	"	flut-t*e*r-ing.	con-ti-n*u*nt	"	con-ti-n*e*nt.
tel'scope	"	tel-*e*-scope.	con-fi-d*u*nt	"	con-fi-d*e*nt.

I

INCORRECT.		CORRECT.	INCORRECT.		CORRECT.
D'rect	*for*	d*i*-rect.	rad'cal	*for*	rad-*i*-cal.
d'spose	"	d*is*-pose.	sal'vate	"	sal-*i*-vate.
van'ty	"	van-*i*-ty.	can'bal	"	can-n*i*-bal
am'ty	"	am-*i*-ty.	cer-t'n	"	cer-t*ai*n.
ju-b'lee	"	ju-b*i*-lee.	mount'n	"	mount-*ai*n.
ven-t'late	"	ven-t*i*-late.	fount'n	"	fount-*ai*n.
rid'cule	"	rid-*i*-cule.	vill'ny	"	vil-l*ai*n-y

O

INCORRECT.		CORRECT.	INCORRECT.		CORRECT.
Des'late	*for*	des-*o*-late.	rhet-*er*-ic	*for*	rhet-*o*-ric.
der'gate	"	der-*o*-gate.	res-*er*-lute	"	res-*o*-lute.
hist'ry	"	his-to-ry.	in-*der*-lent	"	in-*do*-lent.
mem'ry	"	mem-*o*-ry.	in-*ser*-lent	"	in-*so*-lent.
mel'dy	"	mel-*o*-dy.	op-*per*-site	"	op-*po*-site.
col'ny	"	col-*o*-ny.	croc-*ud*-ile	"	croc-*o*-dile.
ag'ny	"	ag-*o*-ny.	com-*prum*-ise	"	com-*pro*-mise.
balc'ny	"	bal-co-ny.	anch-*ur*-ite	"	anch-*o*-rite.
ob-s'lete	"	ob-so-lete.	cor-*per*-al	"	cor-*po*-ral.
wil-*ler*	"	wil-*low*.	cor-*mer*-ant	"	cor-*mo*-rant.
wid-*der*	"	wid-*ow*.	ob-*luq*-uy	"	ob-*lo*-quy.
pil-*ler*	"	pil-*low*.	or-*ther*-dox	"	or-*tho*-dox.
mead-*er*	"	mead-*ow*.	*pus*-i-tion	"	*po*-si-tion.
fel-*ler*	"	fel-*low*.	*cun*-di-tion	"	*con*-di-tion.
fol-*ler*	"	fol-*low*.	*tug*-eth-er	"	*to*-geth-er.
hol-*ler*	"	hol-*low*.	*put*-a-*ter*	"	*po*-ta-*to*.
win-*der*	"	win-*dow*.	*tub*-ac-*cur*	"	*to*-bac-*co*.

U

The most common mistake in the sound of *u* occurs in words of the following kind: as, crea-*ter* or crea-*choor*, for creat-*ure*; na-*ter* or na-*choor*, for nat-ure, etc. The following examples exhibit their *incorrect* and *correct* pronunciation:

INCORRECT.		CORRECT.	PRONOUNCED.
Lec'-ter or lec'-choor	*for*	lect'-ure,	lect'-yur.
fea'-ter or fea'-choor	"	feat'-ure,	feat'-yur.
mois'-ter or mois'-choor	"	moist'-ure,	moist'-yur.
ver'-der or ver'-jer	"	verd'-ure,	verd'-yur.
mix'-ter or mix'-cher	"	mixt'-ure,	mixt'-yur.
rup'-ter or rup'-cher	"	rupt'-ure,	rupt'-yur.
sculp'-ter or sculp'-cher	"	sculpt'-ure,	sculpt'-yur.
ges'-ter or ges'-cher	"	gest'-ure,	gest'-yur.
struc'-ter or struc'-cher	"	struct'-ure,	struct'-yur.
stric'-ture or stric'-choor	"	strict'-ure,	strict'-yur.
ves'-ter or ves'-cher	"	vest'-ure,	vest'-yur.
tex'-ter or tex'-cher	"	text'-ure,	text'-yur.
fix'-ter or fix'-cher	"	fixt'-ure,	fixt'-yur.
vul'ter or vul'-cher	"	vult'-ure,	vult'-yur.
for'-ten or for'-choon	"	fort'-une,	fort'-yune.
stat'-er or sta'-choor	"	stat'-ure,	stat'-yur.
stat'-ew or sta'-choo	"	stat'-ue,	stat'-yu.
stat'-ewt or sta'-choot	"	stat'-ute,	stat'-yute.
ed'-di-cate or ed'-ju-cate	"	ed'-u-cate,	ed'-yu-cate.

D final.

INCORRECT.		CORRECT.	INCORRECT.		CORRECT.
An	*for*	an*d.*	ben	*for*	ben*d.*
en	"	en*d.*	frien	"	frien*d.*
lan	"	lan*d.*	soun	"	soun*d.*
stan	"	stan*d.*	groun	"	groun*d.*
mine	"	min*d.*	fiel	"	fiel*d.*
boun	"	boun*d.*	yiel	"	yiel*d.*

G final.

INCORRECT.		CORRECT.	INCORRECT.		CORRECT.
Morn-in	*for*	morn-in*g.*	shav-in	*for*	shav-in*g.*
run-nin	"	run-nin*g.*	hid-in	"	hid-in*g.*
talk-in	"	talk-in*g.*	see-in	"	see-in*g.*
walk-in	"	walk-in*g.*	lov-in	"	lov-in*g.*
drink-in	"	drink-in*g.*	fight-in	"	fight-in*g.*
treat-in	"	treat-in*g.*	roar-in	"	roar-in*g.*
slid-in	"	slid-in*g.*	laugh in	"	laugh-in*g.*

K final.

INCORRECT.		CORRECT.	INCORRECT.		CORRECT.
Fris	*for*	fris*k.*	dus	*for*	dus*k.*
des	"	des*k.*	cas	"	cas*k.*
tas	"	tas*k.*	mas	"	mas*k.*
ris	"	ris*k.*	mos	"	mos*que.*
whis	"	whis*k.*	tus	"	tus*k.*
bas	"	bas*k.*	hus	"	hus*k.*

H

In order to accustom the learner to sound *H* properly, let him pronounce certain words *without* and then *with* it; as aft, *h*aft; ail, *h*ail, etc. The *H* in italic should be clearly sounded.

Aft . . .	*H*aft.	Eel . . .	*H*eel.
Ail . . .	*H*ail.	Ell . . .	*H*ell.
Air . . .	*H*air.	Elm . . .	*H*elm.
All . . .	*H*all.	Em . . .	*H*em.
Alter . . .	*H*alter.	En . . .	*H*en.
Am . . .	*H*am.	Yew . . .	*H*ew.
And . . .	*H*and.	Eye . . .	*H*igh.
Ark . . .	*H*ark.	Ill . . .	*H*ill.
Arm . . .	*H*arm.	Its . . .	*H*its.

Arrow	*H*arrow.	It	*H*it.
Art	*H*art.	Odd	*H*od.
Ash	*H*ash.	Old	*H*old.
Asp	*H*asp.	Owes	*H*ose.
At	*H*at.	Wale	Wh*a*le.
Ear	*H*ear.	Weal	Wh*ee*l.
Eat	*H*eat.	Wen	Wh*e*n.
Eave	*H*eave.	Wet	Wh*e*t.
Edge	*H*edge.	Wine	Wh*i*ne.

R

Sound the *R clearly* and *forcibly*. When it *precedes* a vowel, give it a slight trill.

*R*ule.	ruin.	rat.	rug.	reck.	rate.
reed.	rill.	rub.	rig.	rim.	rite.
ride.	rise.	red.	rag.	rick.	rote.
run.	reek.	rib.	rob.	rip.	ruse.
roar.	roam.	rack.	rid.	ripe.	rouse.
Arch.	farm.	lark.	far.	snare.	for.
march.	barm.	bark.	bar.	spare.	war.
larch.	charm.	mark.	hair.	sure.	corn.
starch.	dark.	are.	stair.	lure.	born.
arm.	spark.	star.	care.	pure.	horn.
harm.	hark.	mar.	bare.	cure.	morn.

T final.

INCORRECT.		CORRECT.	INCORRECT.		CORRECT.
Bes	*for*	bes*t*.	soff	*for*	sof*t*.
res	"	res*t*.	off	"	of*t*.
pes	"	pes*t*.	wep	"	wep*t*.
eas	"	eas*t*.	kep	"	kep*t*.
leas	"	leas*t*.	slep	"	slep*t*.
moce	"	mos*t*.	ob-jec	"	ob-jec*t*.
hoce	"	hos*t*.	sub-jec	"	sub-jec*t*.
los	"	los*t*.	per-fec	"	per-fec*t*.
tos	"	tos*t*.	dear-es	"	dear-es*t*.
nes	"	nes*t*.	high-es	"	high-es*t*.
les	"	les*t*.	warm-es	"	warm-es*t*.
gues	"	gues*t*.	firm-es	"	firm-es*t*.
las	"	las*t*.	cheap-es	"	cheap-es*t*.
trus	"	trus*t*.	weak-es	"	weak-es*t*.
mis	"	mis*t*.	bright-es	"	bright-es*t*.
wes	"	wes*t*.	strong-es	"	strong-es*t*.
ches	"	ches*t*.	great-es	"	great-es*t*.

TS final.

INCORRECT.		CORRECT.	INCORRECT.		CORRECT.
Hoce	*for*	hos*ts*.	sec's	*for*	sec*ts*.
boce	"	bos*ts*.	bus	"	bus*ts*.
tes	"	tes*ts*.	cense	"	cen*ts*.
lif's	"	lif*ts*.	tense	"	ten*ts*.
tuff's	"	tuf*ts*.	ob-jec's	"	ob-jec*ts*.
ac's	"	ac*ts*.	re-spec's	"	re-spec*ts*.

EXERCISE VI.

SENTENCES like the following may be often read with great advantage, for the purpose of acquiring distinctness and precision in articulation.

This *act*, more than all other *acts*, laid the *ax* at the root of the evil. It is *false* to say he had no other *faults*.

The *hosts* still stand in *st*rangest plight. That las*t* *st*ill night. That las*ts* *t*ill night. O*n* either side *an* ocean exists. O*n* neither side *a* notion exists.

Among the rugged rocks the restless ranger ran. I said *pop-u-lar*, not pop'lar. I said *pre-vail*, not pr'vail. I said *be-hold*, not b'hold.

Thinkst thou so meanly of my *Pho*cion? *Henceforth* loo*k* *to* your *hearths*. Canst thou *minister* to a *mind* diseased? A thousand *shrieks* for hopeless mercy call.

TO TEACHERS.—The preceding exercises have been prepared with much care, and, it is believed, will be found very useful in aiding the teacher and pupil in this much-neglected department of education. It must be borne in mind that very much depends upon the teacher; that unremitting attention on his part is absolutely necessary; that his voice must be the model for the pupil; and that repeated and persevering practice is necessary, but will, with great certainty, produce the desired result.

Bad habits in articulation are almost always formed in early childhood, and *very young* children may be made to understand and profit by instruction on the subject. But, once more, let it be remembered that every thing in this matter depends upon the teacher.

PRELIMINARY LESSON.

ACCENT.

Accent, marked thus (´), is an increased force of voice upon some one syllable of a word; as,

Col´o-ny, bot´a-ny; re-mem´ber, im-port´ant; rec-ol-lect´, rep-re-sent´.

In the words *col'o-ny* and *bot'a-ny*, the *first* syllable is accented. In the words *re-mem'ber* and *im-port'ant*, the *second* syllable is accented. In the words *rec-ol-lect'* and *rep-re-sent'*, the *third* syllable is accented.

INFLECTION

Is an upward or downward slide of the voice.

The Rising Inflection, marked thus (´) is an *upward* slide of the voice.

EXAMPLES.

Has he come´?	To be read thus:	Has he come?
Has he gone´?		Has he gone?
Are you sick´?		Are you sick?
Will you go´?		Will you go?
Are they here´?		Are they here?

The Falling Inflection, marked thus (`), is a *downward* slide of the voice.

EXAMPLES.

They are here`.	To be read thus:	They are *here.*
He has gone`.		He has *gone.*
He has come`.		He has *come.*
I will go`.		I will *go.*
I am well`.		I am *well.*

EXERCISE

ON THE RISING AND FALLING INFLECTIONS.

Let the pupil practice these examples, until he is perfectly familiar with the rising and falling inflections.

Are you sick´, or well`? sick, or well?

Will you go´, or stay`? go, or stay?

Did he ride´, or walk`? ride, or walk?

Is it black´, or white`? black, white?
Is he rich´, or poor`?
Are they old´, or young`?
Did you say cap´, or cat`?

I said cat`, not cap´. cat, not cap.
Did you say am´, or ham`?

I said ham`, not am´. ham, not am.
Is the dog white´, or black`?
The dog is black`, not white´.
Did you say and´, or hand`?
I said and`, not hand´.
Is the tree large´, or small`?
The tree is small`, not large´.
Are the apples sweet´, or sour`?
The apples are sour`, not sweet´.
Is the tide high´, or low`?
The tide is high`, not low´.
Did you say play´, or pray`?
I said pray`, not play´.
Did you say pillow´, or pillar`?
I said pillow`, not pillar´

NEW FOURTH READER.

LESSON I.

To Teachers.—In the defining exercises, *n.* stands for *noun; pro.* for *pronoun; adj.* for *adjective; v.* for *verb; adv.* for *adverb; pre.* for *preposition; c.* for *conjunction;* and *i.* for *interjection.*

☞ In defining words, that meaning is given, which is appropriate to them in the connection in which they are used.

☞ In *contrived*, the first word below, and similar words, the final *e* is made silent, to show that the last two syllables are *pronounced* as one; but the *ed* is separated from the preceding syllable, to indicate the etymological derivation of the word.

WORDS TO BE SPELLED AND DEFINED.

1. Con-triv'ed; *v.* planned.
1. Man'age-ment; *n.* manner of directing things.
2. Fur'nish; *v.* to supply.
3. Fu'ri-ous-ly; *adv.* violently.
4. Serv'ice; *n.* labor.
4. Prem'i-ses; *n.* grounds around a house.

WHERE THERE IS A WILL THERE IS A WAY.

Utter each letter distinctly. Do not say *an* for and; *sen* for send; *foun* for found; *cole* for cold; *win* for wind; *aroun* for a-round. See Exercise V, on D, page 26.

1. Henry Bond was about ten years old when his father died. His mother found it †difficult to †provide for the support of a large †family, thus left entirely in her care. By good management, however, she contrived to do so, and also to send Henry, the oldest, to school, and to supply him, for the most part, with such books as he needed.

2. At one time, however, Henry wanted a †grammar, in order to join a class in that study, and his mother could not furnish him with the money to buy it. He was very much troubled about it, and went to bed with a heavy heart, thinking what could be done.

3. On waking in the morning, he found that a deep snow had fallen, and the cold wind was blowing furiously. "Ah," said he, "it is an ill wind that blows †nobody good."

4. He rose, ran to the house of a neighbor, and offered his service to clear a path around his premises. The offer was †accepted. Having †completed this work, and †received his pay, he went to another place for the same purpose, and then to another, until he had earned enough to buy a grammar.

5. When school †commenced, Henry was in his seat, the †happiest boy there, ready to begin the lesson in his new book.

6. From that time, Henry was always the first in all his †classes. He knew no such word as *fail*, but always †succeeded in all he †attempted. Having the *will*, he always found the *way*.

EXERCISES.—What did Henry do to get a grammar? What kind of a scholar was he? What kind of a man do you suppose such a boy would make?

TO TEACHERS.—Reading should be made a study—not passed lightly over, as is too often the case in primary schools. One short lesson a day, or part of a lesson even, thoroughly practiced, is far better than more, imperfectly treated.

The exercises in defining, spelling, articulation, the questions upon the subject of the lesson, and upon grammatical construction, may be increased or varied at discretion, but not omitted. They are merely given to illustrate the manner in which the book should be used, in order to secure the full benefit of reading *as a study*.

Not one word should be passed over until it is perfectly understood, correctly spelled, and distinctly articulated. Emphasis and inflection should also receive their appropriate attention.

The words preceded by the mark †, may be spelled orally, or written on a blackboard, slate, or paper.

The daily practice of *writing* words is an important means of fixing their *orthographical form* in the mind of the learner.

ARTICULATION.

These Exercises, in connection with those in the Introduction, should be frequently and carefully practiced. They form a complete system on consonant sounds.

Utter, first, the *sounds* composing a syllable, and not the *names* of the letters; then, pronounce the syllable. See directions, Exercise IV, page 15. Double letters must be sounded as single, and silent letters dropped. The latter are often omitted altogether, as the *e* in *cobble*, *hobble*, &c., where the *bbl* should be uttered as *one sound.*

Br.	Bran,[2]	brass,[3]	brunt,[2]	brink,[2]	brake,[1]	broil.
Bl.	Blind,[1]	bluff,[2]	blunt,[2]	black,[2]	blurt,[3]	blend.[2]
	Cobbl,[2]	hobbl,[2]	gabbl,[2]	bubbl,[2]	doubl,[2]	troubl.[2]

LESSON II.

WORDS TO BE SPELLED AND DEFINED.

1. Roy'al; *adj.* excellent; noble.
1. Coast; *v.* to slide.
1. An-noys'; *v.* troubles.
2. In'do-lent; *adj.* lazy.
3. Bug'bear; *n.* something frightful.
3. Prize; *n.* a reward.
3. Dunce; *n.* a silly fellow.

The *figures* denote the *paragraphs* in which the words are found.

LAZY NED.

Remark.—To read *well* is to convey with the voice fully the meaning contained in the passage read. To do this, it is necessary for the reader to *understand* what he reads.

Utter distinctly *t* and *d*. Do not say *coace* for coast; *stan* for stand; *lass* for last; *an* for and. See Ex. V, or. D and T, pages 26 and 27.

1. "'T is royal fun," cried lazy Ned,
"To coast upon my fine, new sled,

And beat the other boys;
But then, I can not bear to †climb
The †tiresome hill, for every time,
It more and more annoys."

2. So, while his †school-mates glided by,
And gladly tugged up hill, to try
Another merry race,
Too indolent to share their plays,
Ned was †compelled to stand and gaze,
While †shivering in his place.

3. Thus he would never take the pains
To seek the prize that †labor gains,
Until the time had passed;
For, all his life, he †dreaded still
The silly bugbear of *up hill*,
And died a dunce at last.

EXERCISES.—What did Ned like? What did he not like?

LESSON III.

3. FA-TIGUE'; *n.* (*pron.* fa-teeg'), great weariness.
5. WIL'DER-NESS; *n.* a forest; a place where no one lives.
5. CAP'TIVE; *n.* a prisoner.
8. GAME; *n.* animals that are hunted for food.
10. RE-MIND'ED; *v.* put in mind.

THE GRATEFUL INDIAN.

SOUND the *a* and *e* properly. Do not say *villij* for vil-lage; *gentlemun* for gen-tle-man; *distunce* for dis-tance; *Canidy* for Can-*a*-da; *kindniss* for kind-ness; *muskit* for mus-ket; *silunce* for si-lence. See Ex. on A and E, page 24.

1. MANY years ago, when there were but few white men in this country, an †Indian went, in the dusk of the evening, to a public-house in a small village called Wilton. He asked the woman to give him some drink

and a supper. At the same time, he said that he could not pay for them, as he had had no †success in hunting. He †promised, however, to pay her soon.

2. The woman told him that she had nothing for him; called him a lazy, good-for-nothing fellow, and said she did not work so hard, to throw away her †earnings upon such †creatures as he was.

3. A gentleman who was sitting by, †observed that the Indian was suffering from hunger and fatigue. As the Indian turned to leave the house, the gentleman told the woman to supply him with what he needed, and said that he would pay her himself. She did so.

4. When the Indian had finished his supper, he turned to the gentleman, thanked him, and told him that he should remember his †kindness, and, whenever he was able, would repay him.

5. Some years after, the gentleman set out to visit a city at some †distance from Wilton. In order to reach it, he was †obliged to pass through a wilderness. In the woods, he was taken captive by an Indian party, and carried to †Canada.

6. When they arrived there, some of the Indians advised that he should be put to death, and others, that he should be kept as a †prisoner. In the †meantime, he was bound, and kept safely, until they should †decide what to do with him.

7. One day, when most of the Indians were out hunting, one of them came to him, and unbound him. He then gave him a musket and some powder, and a bag with food in it, to strap on his back. Having done this, the Indian told him to follow him.

8. They traveled, for many days, toward the South. The Indian †preserved, all the time, perfect †silence. In the day-time, they shot such game as came in their way for food, and, at night, they kindled a fire by which they slept.

9. After a †journey of many days, they came, one morning, to the top of a hill, from which they could see a number of houses, forming quite a village. The Indian asked the man if he knew that place. He replied, very †eagerly, that it was Wilton.

10. His guide then reminded him, that many years before, he had †relieved the wants of a weary and hungry Indian, at a public-house in that place, and added, "I that Indian; now I pay you; go home."

11. Having said this, the Indian left him, and the man †joyfully returned to his home.

EXERCISES.—Relate this story. What is the richest reward we can receive for an act of kindness?

ARTICULATION.

To secure the benefit of these exercises, *each sound* composing a syllable must be dwelt upon, and *carefully*, *forcibly*, and *distinctly* uttered. Silent letters are omitted, that they may not mislead with regard to the real sounds, as the *e* in riddle, huddle, &c.

Dr.	Drum,	drug,	drink,	droll,	dry,	hydra.
Dl.	Riddl,	huddl,	ladl,	cradl,	needl,	idl.

LESSON IV.

1. O'DOR; *n.* smell; scent.
3. MANE; *n.* the long hair on the neck of some animals.
3. LAIR; *n.* bed of a wild beast.
3. DES'ERT; *n.* a wilderness; a place where no one lives

THE CREATOR.

SOUND the *e* and *o* properly. Do not say *d'light* for de-light; *alt'gether* for al-to-geth-er; *ev'ry* for ev-er-y; *turrible* for ter-ri-ble. See EX. on E and O, pages 24 and 25.

1. COME, and I will show you what is beautiful. It is a rose fully blown. See how she sits upon her

+mossy stem, the queen of flowers. Her leaves glow like fire. The air is filled with her sweet odor. She is the +delight of every eye.

2. But there is one fairer than the rose. He that made the rose is more beautiful than the rose. He is altogether lovely. He is the delight of every heart.

3. I will show you what is strong. The lion is strong. When he +raiseth himself up from his lair, when he shaketh his mane, when the voice of his roaring is heard, the cattle of the field fly, and the wild beasts of the desert hide themselves; for he is +terrible.

4. But He who made the lion is stronger than the lion. He can do all things. He gave us life, and, in a moment, can take it away, and no one can save us from his hand.

5. I will show you what is +glorious. The sun is glorious. When he shineth in the clear sky, when he sitteth on his throne in the heavens, and looketh abroad over the earth, he is the most glorious and +excellent +object the eye can behold.

6. But He who made the sun is more glorious than the sun. The eye can not look on His +dazzling brightness. He seeth all dark places, by night as well as by day. The light of His +countenance is over all the world.

7. This great +Being is God`. He made all things, but He is more excellent than all that He has made`. He is the +Creator, they are the +creatures. They may be beautiful´, but He is beauty`. They may be strong´, but He is strength`. They may be perfect´, but He is +perfection`.

☞ Let the pupil be thoroughly drilled on the inflections in par. 7, above. See preliminary Lesson, page 29.

EXERCISES.—What object on earth is beautiful? Who is more so? What is glorious? What strong? Who is more so?

LESSON V.

1. PEAL'ING; *v.* sounding.
1. ROAM; *v.* to wander.
2. TEM'PLE; *n.* a house where God is worshiped.
2. AL'TAR; *n.* a table in the church.
2. DE-SCEND'ING; *v.* coming down.
3. AS-CEND'ING; *v.* going up.
3. IN'CENSE; *n.* something offered; burning spices.
3. ECH'O-ED; *v.* sound thrown back.

THE SABBATH BELL.

SOUND the *g* distinctly. Do not say *callin* for call-in*g*; *pealin* for peal-in*g*; *stealin* for steal-in*g*; *kneelin* for kneel-in*g*; *ringin* for ring-in*g*; *bringin* for bring-in*g*. See Ex. on G, page 26.

1. HARK! the deep-toned bell is †calling,
Come, O come!
Weary ones, where'er you wander,
Come, O come!
Louder now and louder pealing,
On the heart that voice is stealing,
Come, nor longer roam.

2. Now, again its tones are pealing,
Come, O come!
In the †sacred temple †kneeling,
Seek thy home;
Come, and round the altar bending,
Love the place where God, descending,
Calls the †spirit home.

3. Still the echoed voice is ringing,
Come, O come!
Every heart pure incense bringing,
Hither come!

Father, round thy footstool bending,
May our souls, to heaven ascending,
Find in thee a home!

EXERCISES.—What bell is referred to? What is meant by the sacred temple? Why should we worship God?

ARTICULATION.

Fr.	Free,	fro,	fry,	frail,	frolic,	afraid.
Fl.	Flee,	flow,	fly,	fleet,	flame,	flood.
	Affluent,	reflux,	stifl,	scuffl,	snuffl,	ruffl.
Ft.	Aft,	soft,	oft,	scoff'd,	cough'd,	laugh'd.

LESSON VI.

3. FAWN'ED; *v.* frisked about. | 5. GRAZE; *v.* to eat grass.

THE GOOD-NATURED BOY.

ARTICULATE the *d* distinctly. Do not say *ole* for old; *pon* for pond; *fine* for find; *len* for lend; *bline* for blind; *erran* for er-rand; *kine* for kind. See Ex. on D, page 26.

1. A BOY, whose name was Henry, went out one morning, with his dinner in a basket, to walk to a place about five miles distant. He soon met a poor, half-starved *dog*, which came up to him, †wagging his tail, and begging, as well as he could, for something to *eat*.

2. Henry, †seeing how *poor* the dog looked, said, "This animal is surely in great want. As I think he needs a dinner more than I do, he shall share mine."

3. Saying this, he gave the dog part of the food in his basket, and was pleased to see him eat as if he

had not tasted any thing for a †fortnight. After this, the dog followed him, and fawned upon him, with the greatest †gratitude.

4. Henry went on, until he saw an old *horse* lying down, and groaning as if he was in the greatest †distress. He went up to him, and saw that he was almost starved, and unable to rise.

5. "I am much afraid," said Henry, "that it will be dark before I can return, if I stay to assist this horse. However, I will †attempt to †relieve him." He gathered some grass for the horse, then brought some water in his hat, which seemed to †refresh the animal so much, that after a few trials, he got up and began to graze.

6. Henry went on a little further, and saw a man wading about in a pond of water. "What is the matter, good man?" said the boy. "Can you not find your way out?" "No, my little friend. I have fallen into this pond, and know not how to get out again, as I am blind."

7. "Well," said Henry, "though I shall be wet to the skin, yet if you will lend me your stick, I will try to help you out." The blind man then threw his stick to that side on which he heard the voice. The boy *caught* it and went into the water, feeling very †carefully with the stick, lest he should go beyond his *depth*. At last, he reached the blind man, and led him out in safety.

8. After the blind man had thanked him, Henry ran on quite fast, for stopping so often had made him late. He had not gone *far*, however, when he saw a poor *sailor*, †hopping along upon †crutches.

9. "My little friend," said the sailor, "I have fought many a battle for my country, but now I am †crippled, as you see, and have neither *money* nor *food*, though I am almost starved."

10. The little boy gave him all the food that he had left, and said, "I would be glad to help you *more*, poor man, but this is all I *have*." He then ran on, and after he had done his errand, started for home.

11. He had not gone more than half way, before night came on. He did all that he could to find his way, but †missed it, and came to a *wood*, where he †wandered about a long time.

12. At length, tired out and hungry, he sat down and began to cry most bitterly. While sitting there, the little *dog* came up to him, wagging his tail, and holding something in his mouth. Henry found it to be a cloth, †nicely pinned together, which somebody had dropped. It contained several †slices of bread and meat, which he ate, and felt much better.

13. "So," said Henry "I see that you have given *me a supper* for the †*breakfast* I gave *you*. A good action is never thrown away, though done to a *dog*." He once more †tried to find his way out of the wood, but could not succeed.

14. He was just giving up in †despair, when he saw a *horse* feeding, and, going up to him, by the light of the moon found it was the same he had fed in the morning.

15. "Perhaps," said he, "this creature will remember that I was kind to him, and will let me ride out of the wood upon his back." Henry then went up to the horse, speaking to him and patting him. The gentle animal let him mount his back, and then went slowly through the wood, till they came to an opening which led to the road.

16. "Ah!" said Henry, "A GOOD ACTION IS NEVER THROWN AWAY. If I had not saved the horse's life this morning, I should have been obliged to stay in the wood all night."

17. The poor boy had, however, a greater danger before him. As he was going through a lonely lane, two men caught him, and began to strip him of his †clothes. Just then the *dog* bit the leg of *one* of them so hard, that he left the boy, and ran after the dog.

18. At this instant, a voice was heard that cried out, "There the rascals are! knock them down!" This †frightened the other man so much, that *he* too ran away. Henry then saw that it was the *sailor* whom he had †relieved in the morning, borne upon the shoulders of the blind man, whom he had helped out of the pond.

19. "There, my little fellow," said the sailor; "we have come in time to help you, in return for what *you* did for *us* this morning.

20. "As I lay under a †hedge, I heard these rascals talk of robbing a little boy, that I supposed must be you. But I was so lame that I could not have come soon enough to help you, if I had not met this blind man, who took me upon his back, while I showed him the way."

21. Henry thanked them both for their help, and they all went together to his father's house, where the sailor and the blind man were kindly received and fed.

22. The little boy took care of his faithful dog as long as he lived, and never forgot that we must do good to others, if we wish them to do the same to us.

EXERCISES.—What is the subject of this story? What did Henry meet first? What did he do? What did he meet next? What did he do for the horse? Whom did he meet at the pond? How did he show his kind heart then? What did he do for the poor sailor? How did the dog repay his kindness? The horse? The blind man? The sailor? What may you learn from this lesson?

LESSON VII.

1. MUR'MUR-ING; *adj.* making a low noise.
2. PROS'PECT; *n.* view.
4. GAM'BOL-ED; *v.* frolicked.
4. LOI'TER; *v.* to idle; to linger.
9. CHER'ISH-ED; *v.* kept tenderly.
11. TO'KEN; *n.* something by which to remember one.
11. FRA'GRANT; *adj.* odorous.

A LITTLE GIRL TO THE RIVER.

REMARK.—Avoid what is called a *tone* in reading poetry. Do not sing it, but emphasize it like prose.

SOUND the *r* distinctly in the following words: *river, through, green, your, first, from, silver, ran, loiter, flowers, hear, sure, here, bear, her, ever, brother.* See Ex. on R, page 27.

1. GENTLE river, gentle river,
   Tell us whither do you glide,
   Through the green and sunny †meadows,
   With your sweetly-murmuring tide!

2. You, for many a mile, must wander,
   Many a lovely prospect see;
   Gentle river, gentle river,
   O, how happy you must be!

3. Tell us, if you can remember,
Where your happy life began;
When, at first, from some high mountain,
Like a silver thread you ran.

4. When a playful brook, you gamboled,
And the sunshine o'er you smiled,
On your banks did children loiter,
Looking for the spring flowers wild?

5. Gentle river, gentle river,
Do you hear a word we say?
I am sure you ought to love us,
For we come here every day.

6. O, I pray you, wait a moment,
And a †message bear from me
To a darling little cousin,
We should dearly love to see.

7. She 's a pretty, playful †creature,
Light of heart, and †footsteps, too:
I am sure you must have seen her,
For she often speaks of you.

8. O, do tell her, gentle river,
That we think of her each day;
That we have not †ceased to miss her,
Ever since she went away.

9. Say to her that brother Willie,
Who is sitting by my side,
That sweet rose she gave at parting,
Cherished fondly till it died.

10. Tell her, too, that mother wishes
She could hear her voice once more;
See her eyes, as bright as sunshine,
Peeping at the †parlor door.

11. Say we will a token send her,
Which upon thy waves we 'll fling;
Flowers from out our little gardens,
Fragrant with the breath of spring.

12. Gentle river, gentle river,
Though you stop not to reply,
Yet you seem to smile upon us,
As you quickly pass us by.

13. Soon the stars will rise above you,
Shining all the †livelong night;
Yet you ask not rest nor slumber,
Singing still with free delight.

14. Year by year, the same sweet story
You to other ears will tell;
Now we leave you, yet we love you;
Gentle river, fare you well!

EXERCISES.—Who is speaking in this lesson? Why does the little girl think the river is happy? What does she ask it to tell her? Why does she think that the river ought to love her? What message to her cousin does she send by the river?

What four nouns in the last verse? What is a noun? Why so called? [See Pinneo's Primary Grammar, pages 9 and 10.]

TO TEACHERS.—Questions upon grammatical construction may be occasionally introduced, with great benefit to the learner. Like all collateral exercises, they serve to vary the duties and increase the interest of the pupil, while, at the same time, they afford valuable practice. PINNEO'S PRIMARY GRAMMAR, to which reference is made, has been prepared expressly for that class of pupils to which this Reader is adapted.

ARTICULATION.

Gr.	Green,	grow,	grace,	great,	greedy,	gravity.
Gl.	Glade,	glide,	glebe,	glad,	glum,	glim.
	Bugl,	eagl,	ogl,	gargl,	smuggl,	struggl.

LESSON VIII.

1. SUB-TRAC'TION; *n.* taking a less sum from a greater.
3. CAL'CU-LATE; *v.* to reckon.
8. O'RAL; *adj.* by the mouth.
8. SCI'ENCE; *n.* knowledge.
11. PAS'SION; *n.* a fit of anger; ill-temper.
21. RES'O-LUTE; *adj.* firm; steady.

THE OLD SLATE.

SOUND the *t* fully. Do not say *jus* for just; *firs* for first; *almoce* for al-most; *mus* for must; *earnes* for ear-nest; *loss* for lost; *wace* for waste. See Ex. on T, page 27.

1. "I HAVE a great mind to break this stupid old slate," said little Willie, one morning, as he sat over his first sum in subtraction.

2. "Why, what has the poor slate done?" asked the pleasant voice of his sister Grace, behind him.

3. "Nothing. That is just what I †complain of; it won't do this sum for me; and here it is almost school-time!"

4. "What a wicked slate, Willie!"

5. "So it is. I mean to fling it out of the window, and break it to pieces on the stones."

6. "Will that do your sum, Willie?"

7. "No; but if there were no slates in the world, I should have no good-for-nothing sums to do!"

8. "O ho! that does not follow by any means. Did slates make the science of †arithmetic? Would people never have to count and calculate, if there were no slates? You forget pens, †lead-pencils, and paper; you forget all about oral arithmetic, Willie."

9. "Well, I do n't love to †cipher; that is all I know."

10. "And so, you hasty boy, you get angry with the poor, harmless slate, that is so useful when you make †mistakes, and want to rub them out again.

11. "Now, that is the way with a great many †thoughtless, quick-tempered people. They try to find fault with somebody or something else, and get into a passion, and perhaps do mischief, when, if they would but †reflect a little, it is their own dear selves who ought to bear the blame.

12. "Now, Willie, let me see what I can do for you!" Willie came rather unwillingly, laid the slate in her lap, and began to play with the †trimming on her apron.

13. "Why, what is all this?" said she; "†soldiers, and cats, and dogs, and houses with windows of all shapes and †sizes!"

14. Willie looked foolish. "O, the sum is on the other side," said he, turning it over.

15. "Ah, silly boy," said Grace, "here you have been sitting half an hour, drawing †pictures instead of trying to do your sum! Now, my little man, you must go to work in good †earnest, to make up for lost time!"

16. "O Grace, it wants only twenty minutes of nine; I can't †possibly do this sum and get to school by nine. I shall be late. What shall I do? I shall certainly be kept, if it is not done. Can't you do it for me, just this once, Grace?"

17. "No," said Grace.

18. "O, do, my very dear, good sister; just this once."

19. "No, Willie; there would be no kindness in that. You would never learn arithmetic in that way."

20. "Just once," still pleaded Willie.

21. "No," answered Grace, in a kind but †resolute tone; "if I do it once, you will find it harder to be

†refused to-morrow. You will depend on me, and sit playing and drawing pictures, instead of ciphering. I will do a much kinder thing. I will keep you close at it till the sum is finished."

22. So she put her arm gently round him, and though Willie pouted at first, and could hardly see through his tears, she †questioned him about his sum, and began to show him how to do it, yet letting him work it out himself, in such a pleasant manner, that he was soon ashamed of being sullen.

23. After all this was finished, †patiently and †diligently, Willie was surprised to find that he would still be in good season for school.

24. "Now, to-morrow, Willie," said Grace, "do not waste a moment, but go to your lesson, and draw your pictures afterward. This will save time and temper, and you will not get into a passion with this nice old slate of mine.

25. "When people complain, it is, half the time, because they feel that they have done wrong."

EXERCISES.—What did Willie want to do with the slate? What did his sister say to him, and help him to do? What was the real trouble with Willie? How can you always make study easy and pleasant?

TO TEACHERS.—In defining, the more difficult words only are given, to illustrate the manner in which this exercise should be conducted. The teacher should, by all means, increase the list. It will also be observed that the definitions are not always those found in the dictionary, but they are derived from them, and are consistent with them.

ARTICULATION.

Gr.	Green,	grow,	grace,	great,	greedy,	gravity.
Gl.	Glade,	glide,	glebe,	glad,	glum,	glim.
	Bugl,	eagl,	ogl,	gargl,	smuggl,	struggl.

LESSON IX.

3. TOI'LET; *adj.* dressing.
8. EN-TAN'GLED; *v.* tangled.
11. DIS-PERSE'; *v.* to scatter.
11. AP-PLAUSE'; *n.* praise.

THE MONKEY.

SOUND the *h* distinctly. Do not say *ad* for *h*ad; *er* for *h*er; *e* for *h*e; *is* for *h*is; *and* for *h*and; *ed* for *h*ead; *ard* for *h*ard; *at* for *h*at; *im* for *h*im; *ide* for *h*ide; *as* for *h*as. See Ex. on H, pages 26 and 27.

1. THE †monkey is a very cunning little †animal, and is found in many parts of the world.

2. A lady once had a monkey, which had been †brought to her as a present. This monkey, like all others, was very fond of †mischief, and of doing whatever he saw others do.

3. His †mistress found him one day sitting on her toilet-table, holding in one hand a little china mug with water in it, and in the other her tooth-brush, with which he was cleaning his teeth, looking all the time in the glass.

4. Her little †daughter Maria had a large doll, with a very handsome head and face. She one day left this doll in the cradle, and went out of the room. The monkey came in, took the doll in his arms, and jumping upon the wash-stand, he began to wash its face.

5. He first rubbed it all over with soap. Then †seizing the towel, he dipped it in the wash-bowl, and rubbed it so hard that the doll's face was entirely spoiled, the paint being all washed off.

6. The monkey would sometimes take a fan, and *fan* himself. Once he was found walking up and

down the garden, †carrying over his head a little †parasol, belonging to one of the children.

7. The lady, going one day into her room, saw her new hat walking about the floor. She was at first much †surprised, but in a moment she found that the *monkey* was under it. He had taken it out of the bandbox, and putting it on his head, it of course fell all over him.

8. He was very much †frightened when he heard his mistress coming into the room, and in trying to get the hat off, he tumbled over it, and rolled on the floor, entangled in the †ribbons, which he had quite spoiled. The hat also was very much broken and hurt.

9. Fearful of being punished, as soon as he got out of the hat, he jumped into the bandbox, to *hide* himself, and sat there †trembling. But the lady, who could not help †laughing, coaxed him to come out, and made him understand that she would not punish him.

10. A large number of monkeys will sometimes get together, in the morning, in the woods. One of them will seat himself, and begin a speech, while the rest will keep silent.

11. When he has done, they all set up a shout, as if for applause, and then the monkeys disperse.

EXERCISES.—What kind of an animal is a monkey? Where did the lady find the monkey one day? What was he doing? What did he do with Maria's doll? What did he do with the lady's hat? What do monkeys sometimes do when they are in the woods?

TO TEACHERS.—It is very important that the teacher should duly appreciate the value of all the collateral exercises, such as defining, spelling, articulation, &c. Much attention should be given to *thorough drills* upon these subjects.

ARTICULATION.

In articulating separately the sounds which form a syllable, the *silent* letters must be *omitted*, as *e* in crave, clime, &c.; *a* in crease, &c.

Kr.	Creed,	crave,	crane,	cruel,	acrid,	crease.
Kl.	Clime,	clove,	class,	cloud,	include,	decline.
	Tickl,	fickl,	speckl,	uncl,	cycl,	icicl.
Kw. (qu)	Queen,	quite,	quote,	queer,	quiver,	liquid.

LESSON X.

1. Qual'i-ties; *n.* traits of character.
4. Spi'ed; *v.* saw.
5. A-miss'; *adv.* wrong; faulty.
6. Woe'ful; *adj.* sad; sorrowful.
8. Tin'gling; *adj.* smarting.
9. Re-frain'; *v.* to keep from.

MEDDLESOME MATTY.

Sound the *g* distinctly. Do not say *meddlin* for med-dling; *lookin* for look-ing; *openin* for o-pen-ing; *puffin* for puff-ing; *nothin* for noth-ing; *smartin* for smart-ing; *tinglin* for tin-gling. See Ex. on G, page 26.

1. O, how one ugly trick has spoiled
The sweetest and the best!
Matilda, though a pleasant child,
One grievous fault †possessed,
Which, like a cloud before the skies,
Hid all her better qualities.

2. Sometimes, she 'd lift the tea-pot lid
To peep at what was in it;
Or tilt the kettle, if you did
But turn your back a minute.

In vain you told her *not* to *touch*,
Her trick of †meddling grew so much.

3. Her grandmamma went out one day,
And, by mistake, she laid
Her †spectacles and snuff-box gay,
Too near the little maid;
"Ah! well," thought she, "I'll try them on,
As soon as grandmamma is gone."

4. Forthwith, she placed upon her nose
The †glasses large and wide;
And looking round, as I suppose,
The *snuff-box*, too, she spied.
"O, what a *pretty* box is *this!*
I'll *open* it," said little miss.

5. "I know that grandmamma would say,
'Don't meddle with it, dear;'
But then she's far enough away,
And no one else is near;
Beside, what can there be amiss,
In opening such a box as this?"

6. So thumb and finger went to work,
To move the †stubborn lid;
And, presently, a mighty jerk
The mighty mischief did;
For all at once, ah! woeful case,
The snuff came puffing in her face.

7. Poor eyes, and nose, and mouth, and chin
A dismal sight presented;
And as the snuff got further in,
†Sincerely she repented:
In vain she ran about for ease,
She could do nothing else but †sneeze.

8. She *dashed* the spectacles away,
To wipe her tingling eyes;
And, as in twenty bits they lay,
Her grandmamma she spies.
"Heyday! and what's the matter *now?*"
Cried grandmamma, with angry brow.

9. Matilda, smarting with the pain´,
And tingling still, and sore´,
Made many a promise to refrain
From meddling evermore`;
And 'tis a *fact*, as I have heard,
She ever since has kept her word.

EXERCISES.—What did Matilda do? How was she punished? What effect did it have on her?

LESSON XI.

1. JEW´EL-ER; *n.* one who buys and sells precious stones.
1. ELD´ER; *n.* an officer of the Jewish church.
1. NOT´ED; *v.* well known.
1. DI´A-MOND; *n.* a precious stone.
3. HU´MOR; *n.* state of mind; temper.

THE GOOD SON.

SOUND *all* the consonants distinctly in the following words: *elders, part, priest, price, moment, increase, accept, morning, first, surprise, great, respect, comfort, words.* See Ex. IV, page 15.

1. THERE was once a jeweler, noted for many virtues. One day, the †Jewish elders came to him to buy some diamonds, to put upon that part of the dress of their high †priest, which the Bible calls an †ephod.

2. They told him what they wanted, and offered him a fair †price for the diamonds. He replied that he could not let them see them at that moment, and †requested them to call again.

3. As they wanted them without delay, and thought that the object of the jeweler, was only to †increase the price of the diamonds, the elders offered him twice, then three times, as much as they were worth. But he still †refused, and they went away in very bad humor.

4. Some hours after, he went to them, and placed before them the diamonds, for which they again offered him the last price they had named; but he said, "I will only accept the first one you offered to me this morning."

5. "Why, then, did you not close with us at once?" asked they in †surprise. "When you came," replied he, "my father had the key of the chest, in which the diamonds were kept, and as he was asleep, I should have been †obliged to wake him to obtain them.

6. "At his age, a short hour of sleep does him a great deal of good; and for all the gold in the world, I would not be wanting in †respect to my father, or take from him a single †comfort."

7. The elders, affected by these feeling words, spread their hands upon the jeweler's head, and said, "Thou shalt be blessed of Him who has said', 'Honor thy father and thy mother';' and thy children shall one day pay thee the same respect and love thou hast shown to thy father'."

EXERCISES.—Relate the story of the jeweler and his diamonds. What did the elders say to him, when they heard his reason for not giving them the diamonds at first?

In the last two lines, which are the pronouns? What does the word *pronoun* mean? See Pinneo's Primary Grammar, page 14.

ARTICULATION.

Ld.	Old,	cold,	gold,	child,	held,	gild.
Lt.	Shalt,	belt,	salt,	colt,	jolt,	bolt.
Lz.	Mills,	hills,	rills,	wills,	pills,	bills.

LESSON XII.

1. But'ler; *n.* one who has the care of liquors.
6. Char'i-ot; *n.* a kind of carriage formerly used in war.
8. Fam'ine; *n.* scarcity of food.
8. Plen'ty; *n.* an abundance.
9. Spies; *n.* those who watch secretly.

STORY OF JOSEPH.

Sound the *a*, *e*, and *o*. Do not say *fav'rite* for fa-vor-ite; *merchunce* for mer-chants; *buccum* for be-come; *brethrin* for breth-ren; *count* for *ac*-count. See Ex. on A, E, and O, pages 24 and 25.

1. Jacob had twelve sons. He loved *one* of them, Joseph, very much, and made for him a coat of many †colors. But Joseph's brethren *hated* him, because he was the †favorite of their father.

2. One day, when Joseph came to them as they were keeping their flocks in the field, they took him, and sold him to a company of merchants, who were going down into †Egypt. The merchants sold him again to one of the king's great men in Egypt.

3. While he was in this great man's house, he was unjustly thrown into †prison. Soon after this, †Pharaoh, the king of Egypt, had a very strange dream. No one could tell him the meaning of it, and he was very much troubled on account of it.

4. But the chief butler of the king told him that there was a young man in the prison, who would †explain his dream to him. He said, he knew that he could, because he had explained a dream which *he* had, when *he* was in prison; and that things had come to pass, just as Joseph had *said* they would.

5. So Pharaoh sent for Joseph, and the great God told him what the dream meant; and he laid it open to the king.

6. And the king said to him, "See! I have set thee over all the land of Egypt." And he made him to ride in the second chariot which he had. And they cried before him, "Bow the knee!" And he made Joseph ruler over all the land of Egypt.

7. But his father, Jacob, who loved him so much, knew not what had become of him. Indeed, his brethren, when they had sold him, took his coat of many colors, and †dipped it in blood, and then showed it to his father. And his father thought that some wild beast had torn Joseph to pieces.

8. After some time, there was a great *famine* in the land where Jacob lived. As there was plenty of corn in *Egypt*, Jacob sent his sons *there* to buy some for food.

9. Joseph *knew* them, though *they* did not know *him*. But he treated them as spies. They said, that they were *not* spies, but that they were all the sons of one father, and that they had left their brother †Benjamin at home.

10. And Joseph said, that he should *know* that they were what they *said*, if they should bring their younger brother with them, the next time they came. And he took one of them, to keep him till they should do so.

EXERCISES.—How many sons had Jacob? Who was his favorite? Why did Joseph's brethren hate him? What did they do

with him? What became of Joseph in Egypt? What did Jacob think had become of him? What happened in the land where Jacob lived? Where did his sons go to buy corn? Did they know Joseph? What did Joseph say to them?

LESSON XIII.

2. BALM; *n.* a kind of sweet juice. 2. MYRRH; *n.* a kind of gum.
2. BE-REAV'ED; *v.* deprived of. 7. GOV'ERN-OR; *n.* ruler.

STORY OF JOSEPH—CONCLUDED.

PRONOUNCE correctly. Do not say *Jacub* for Ja-cob; *Benjermun* for Ben-ja-min; *Josiph* for Jo-seph; *agane* for a-gain (*pro.* agen); *bureaved* for be-reaved; *brethrin* for breth-ren; *heerd* for heard (*pro.* herd).

1. Now, Jacob was very †unwilling to let Benjamin go. For, since he had †supposed that Joseph was dead, he had loved Benjamin the *more*.

2. But at last, as they were much in want, he let Benjamin go with them. He said, "Go into Egypt again, and carry a present to the man; a little balm, and a little honey, spices and myrrh, nuts and †almonds. Take also your brother. And God Almighty give you mercy before the man, that he may send away your other brother, and Benjamin. If I am bereaved of my children, I *am* bereaved."

3. And they went, and they bowed themselves before Joseph to the earth. And he said, "Is your father well, the old man, of whom ye spake? Is he yet alive?"

4. And, fixing his eyes on Benjamin, he said, "Is this your *younger* brother, of whom ye *spake* to me?" And he said, "God be †gracious to thee, my son!"

5. And he made himself known to his brethren. He said, "I am *Joseph*, your *brother*, whom you sold into Egypt. Be not †grieved, nor angry with yourselves that ye sold me hither; for God did send me before you to †preserve life."

6. And he fell upon his brother Benjamin's neck, and wept; and Benjamin wept upon his neck. And he kissed all his brethren, and wept with them. "You shall tell my father," said he, "of all my glory in Egypt, and of all that ye have seen; and ye shall haste and bring down my father hither."

7. They then went back into the land where their father lived, and they told him that Joseph was *alive*, and governor over all the land of Egypt. And they repeated all the words which Joseph had said to them.

8. But Jacob's heart fainted within him. He thought that it was too good news to be *true*, and he did not †believe them.

9. When, however, he saw the wagons which Joseph had sent to carry him down into Egypt, he took †courage. He said, "It is enough. Joseph, my son, is yet alive. I will go and see him before I die!"

10. And so he did, and all his family of †seventy persons went with him.

11. When Joseph heard that he was coming, he made ready his chariot, and went to meet him, and he fell on his neck. And he wept on his neck a good while. And Jacob said, "Now let me die, since I have seen thy face, and thou art yet alive!"

EXERCISES.—Why was Jacob unwilling to let Benjamin go? Why did he finally consent? How did Joseph treat his brethren at this time? How would most persons have treated them? What did Joseph tell them to do? What good resulted from Joseph's being sold into Egypt? Did this lessen the guilt of the brothers? What did Jacob do and say when he saw Joseph?

ARTICULATION.

Md.	Seemd,	deemd,	teemd,	doomd,	bloomd,	boomd.
Mz.	Seems,	deems,	teems,	dooms,	blooms,	booms.
Nd.	Band,	hand,	land,	sand,	find,	mind.
Nz.	Bans,	pens,	hens,	runs,	puns,	stuns.

LESSON XIV.

2. PLEDGE; *n.* proof; evidence.
3. IN'CENSE; *n.* something offered in honor of any one.
3. FAITH; *n.* belief.
4. SCOFF'ER; *n.* one who laughs at what is good.

A MOTHER'S GIFT—THE BIBLE.

SOUND each letter. Do not say *earlies* for ear-li-est; *mem'ry* for mem-*o*-ry; *narrer* for nar-*row*; *mus* for must; *giff* for gift; *holies* for ho-li-est; *partin* for part-ing.

REMARK.—In reading this lesson, a very *slight* pause may be made at the end of each line, though there be no printed stop.

1. REMEMBER, love, who gave thee this,
When other days shall come`,
When she who had thine †earliest kiss,
Sleeps in her narrow home.
Remember, 't was a *mother* gave
The gift to one she 'd *die* to save!

2. That mother sought a pledge of love,
The †holiest for her son`,
And from the gifts of God above,
She chose a goodly one`;
She chose for her beloved boy,
The source of light, and life, and joy.

3. She bade him *keep* the gift, that when
The parting hour should come´,
They might have hope to *meet* again,
In an ⁺eternal home.
She said his faith in this would be
Sweet incense to her memory.

4. And should the scoffer, in his pride,
Laugh that fond faith to scorn,
And bid him cast the pledge aside,
That he from youth had borne´,
She bade him pause, and ask his breast
If SHE´ or HE` had loved him best.

5. A *parent's* blessing on her son
Goes with this holy thing`;
The love that would retain the *one*,
Must to the *other* cling.
Remember! 't is no *idle toy:*
A *mother's gift!* remember, boy.

THE BIBLE.

BEHOLD the book whose leaves display
The truth, the life, the light, the way.
The mines of earth no ⁺treasures give
That could this volume buy:
In teaching me the way to live,
It teaches how to die.

ARTICULATION.

Nt.	Point,	oint,	joint,	blunt,[2]	hunt,[2]	front.[6]
Nj.	Hinge,[2]	cringe,[2]	singe,[2]	twinge,[2]	tinge,[2]	plunge.[2]
Nch.	Bunch,[2]	punch,[2]	branch,[3]	stanch,[3]	bench,[2]	wench.[2]

LESSON XV.

4. Ech'o-ed; *v.* sounded back.
7. Bil'lows; *n.* waves.
10. Des'per-ate; *adj.* hopeless.
11. Grat'i-tude; *n.* thanks.
11. Lux'u-ries; *n.* nice things
12. Chap'el; *n* a church.

A SHIP IN A STORM.

Pronounce correctly. Do not say *upproach* for *a*p-proach; *uppear* for *a*p-pear; *distunce* for dis-tance; *uscape* for *e*s-cape; *momunt* for mo-ment; *fort'nitly* for fort-*u*-nate-ly.

1. Did you ever go far out upon the great ocean? How beautiful it is to be out at sea, when the sea is smooth and still!

2. Let a storm †approach, and the scene is changed. The heavy, black clouds appear in the distance, and throw a deep, death-like shade over the world of waters.

3. The captain and †sailors soon see in the clouds the signs of evil. All hands are then set to work to take in sail.

4. The †hoarse notes of the captain, speaking through his trumpet, are echoed from lip to lip among the rigging. Happy will it be, if all is made snug before the gale strikes the vessel.

5. At last, the gale comes like a vast moving mountain of air. It strikes the ship. The †vessel heaves and groans under the dreadful weight, and †struggles to escape through the foaming waters.

6. If she is far out at sea, she will be likely to ride out the storm in safety. But if the wind is driving her upon the shore, the poor sailors will hardly †escape being dashed upon the rocks, and drowned.

7. Once there was a ship in a storm. Some of her masts were already broken, and her sails lost. While the wind was raging, and the billows dashed against her, the cry was heard, "A man has fallen †overboard!"

8. Quickly was the boat †lowered, and she was soon seen bounding on her way over the †mountain waves. At one moment, the boat seemed lifted to the skies, and the next, it sank down, and appeared to be lost beneath the waves.

9. At length, the man was found. He was well-nigh drowned; but he was taken on board, and now they made for the ship. But the ship rolled so †dreadfully, that it seemed certain death to go near her. And now, what should they do?

10. The captain told one of the men to go aloft and throw down a rope. This was made fast to the boat, and when the sea was calm a little, it was †hoisted up, and all fell down into the ship with a dreadful crash. It was a desperate way of getting on board; but †fortunately no lives were lost.

11. Take it all in all, a sailor's life is a very hard one. Our young friends owe a debt of gratitude to those whose home is upon the great waters, and who bring them the luxuries of other countries.

12. Good men have built many chapels for seamen on shore. A great deal has been done for them, that their stay on shore may be pleasant, and that they may learn what is useful to them.

EXERCISES.—What is this lesson about? When is it dangerous to be at sea? What do the sailors then do? In what situation are they most likely to be saved? Relate the story of the man overboard. What is said of a sailor's life? What have good men done?

In the first sentence of the seventh paragraph, what two nouns are there? In what gender is each?

LESSON XVI.

2. Ex-am′ine; *v.* to look at carefully.
8. Sig′ni-fies; *v.* to be important.
22. Prize; *n.* a reward for excellence.
30. Ev-er-last′ing; *adj.* lasting always.

WASTE NOT, WANT NOT.

Utter distinctly each consonant in such words as the following: *parcels*, *exactly*, *string*, *yours*, *three*, *excellent*, *afterward*, *arrows*, *marksman*, *settled*, *pronounced*, *rules*, *trial*, *prudently*. See Ex. IV, page 15.

1. *Mr. Jones.* Boys, if you have nothing to do, will you unpack these †parcels for me′?

2. The two parcels were †exactly alike, both of them well tied up with good whip-cord. Ben took his parcel to the table, and began to examine the knot, and then to †untie it.

3. John took the other parcel, and tried first at one corner, and then at the other, to *pull* off the string. But the cord had been too well secured, and he only drew the knots †*tighter*.

4. *John.* I wish these people would not tie up their parcels so tight, as if they were never to be †undone. Why, Ben, how did you get *yours* undone? What is in your parcel? I wonder what is in mine! I wish I could get the string off. I will *cut* it.

5. *Ben.* O no, do not *cut* it, John′! Look, what a nice cord this is, and yours is the same. It is a *pity* to *cut* it.

6. *John.* Pooh! what signifies a bit of †packthread?

7. *Ben.* It is †whip-cord.

8. *John.* Well, *whip-cord* then! what signifies a bit of whip-cord? You can get a piece of whip-cord twice as long as that for three cents; and who cares for three cents? Not I, for one. So, here it goes.

9. So he took out his knife, and cut it in several places.

10. *Mr. Jones.* Well, my boys, have you undone the parcels for me?

11. *John.* Yes, sir; here is the parcel.

12. *Ben.* And here is my parcel, father, and here is also the string.

13. *Mr. Jones.* You may *keep* the string, Ben.

14. *Ben.* Thank you, sir. What †excellent whip-cord it is!

15. *Mr. Jones.* And you, John, may keep your string, too, if it will be of any use to you.

16. *John.* It will be of *no* use to me, thank you, sir.

17. *Mr. Jones.* No, I am afraid not, if *this* is it.

18. A few weeks after this, Mr. Jones gave each of his sons a new top.

19. *John.* How is this, Ben? These tops have no strings. What shall we do for strings?

20. *Ben.* I have a string that will do very well for *mine.* And he pulled it out of his pocket.

21. *John.* Why, if that is not the whip-cord! I wish I had saved *mine.*

22. A few days afterward, there was a †shooting-match, with bows and †arrows, among the lads. The prize was a fine bow and arrows, to be given to the best †marksman. "Come, come," said Master Sharp, "I am within one inch of the mark. I should like to see who will go nearer."

23. John drew his bow, and shot. The arrow struck within a quarter of an inch of Master Sharp's. "Shoot away," said Sharp; "but you must understand

the rules. We settled them before you came. You are to have three shots with your own arrows. Nobody is to †borrow or lend. So shoot away."

24. John †seized his second arrow; "If I have any luck," said he; —but just as he †pronounced the word "*luck*," the string broke, and the arrow fell from his hands.

25. *Master Sharp.* There! It is all over with you.

26. *Ben.* Here is my bow for him, and welcome.

27. *Master Sharp.* No, no, sir; that is not fair. Did you not hear the rules? There is to be no lending.

28. It was now Ben's turn to make his †trial. His first arrow missed the mark; the *second* was exactly as near as John's *first.* Before †venturing the last arrow, Ben very prudently examined the string of his bow; and, as he pulled it to try its strength, it *snapped.*

29. Master Sharp clapped his hands and danced for joy. But his dancing suddenly ceased, when careful Ben drew out of his pocket an excellent piece of cord, and began to tie it to the bow.

30. "The everlasting whip-cord, I declare!" cried John. "Yes," said Ben; "I put it in my pocket today, because I thought I might want it."

31. Ben's last arrow won the prize; and when the bow and arrows were handed to him, John said, "How †valuable that whip-cord has been to you, Ben. I'll take care how I waste any thing, hereafter."

EXERCISES.—What is this lesson designed to teach? Which of the boys preserved his whip-cord? What good did it do him? What did the other boy do with his? What was the consequence? What did he learn from it?

In the thirtieth paragraph, what two *nouns* are there? In what number are they both? What is number? See Pinneo's Primary Grammar, page 45, Art. 77.

LESSON XVII.

3. In-cred'i-ble; *adj.* that can not be believed.
7. Cha-grin'; *n.* (*pro.* shagrin') ill-humor.
3. Lei'sure-ly; *adv.* slowly.
8. Plod'ding; *adj.* industrious, but slow.
8. Con'fi-dent; *adj.* positive.

THE HARE AND THE TORTOISE.—A FABLE.

Sound the *h distinctly.* Do not say *are* for *h*are; *wat* for w*h*at; *wile* for w*h*ile; *alf* for *h*alf; *ope* for *h*ope; *ere* for *h*ere; *beind* for be-*h*ind; *ear* for *h*ear; *ave* for *h*ave; *er* for *h*er. See Ex on H, pages 26 and 27.

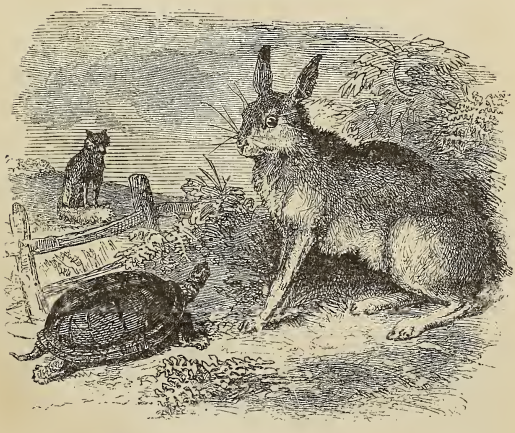
1 Said a hare to a †tortoise, "Good sir, what a while
You have been, only †crossing the way;
Why, I really believe, that to go half a mile,
You must travel two nights and a day."

2 "I am very contented," the †creature replied,
"Though I walk but a tortoise's pace;
But if you think proper, the point to †decide,
We will run half a mile in a race."

3 "Very good," said the hare; said the tortoise, "Proceed,
And the fox shall decide who has won."
Then the hare started off with incredible speed,
But the tortoise walked leisurely on.

4 "Come, tortoise, friend tortoise, walk on," said the hare,
"While I shall stay here for my dinner;
Why, 't will take you a month, at that rate, to get there;
Then, how can you hope to be †winner?

5. But the tortoise could hear not a word that she said,
For he was far distant behind;
So the hare felt †secure, while at †leisure she fed,
And took a sound nap when she'd dined.



6. But at last, this slow walker came up with the hare,
And there fast asleep did he spy her;
And he cunningly crept with such †caution and care,
That she woke not, although he passed by her.

7. "Well, now," thought the hare, when she opened her eyes,
"For the race; and I soon shall have done it;"
But who can describe her chagrin and †surprise,
When she found that the *tortoise* had won it!

MORAL.

8. Thus, plain, plodding people, we often shall find,
Will leave †hasty, confident people behind:
Like the tortoise and hare, though together they start,
We soon clearly see they are widely apart.

9. While one trusts the gifts Dame Nature bestows,
And relying on these, calmly stops for repose,
The other holds slowly and surely his way,
And thus wins the race, ere the close of the day.

EXERCISES.—What is a hare? What is a tortoise? What did the hare say to the tortoise? What did the tortoise propose? What was the result of the race? How came the tortoise to win it? What is the MORAL of this fable?

ARTICULATION.

THE TEACHER will remember, that in uttering separately the *sounds* which compose a word, the *silent* letters must be omitted, as the *e* in prud*e*, the *u* and *e* in applaus*e*, &c. Such letters are sometimes left out, that the word may be better adapted for practice in articulation, as the *e* in staple, steeple, &c., in this Exercise.

Pr.	Pry,	prude,	print,	approve,	apprise	express.
Pl.	Plum,	plat,	plank,	apply,	applause,	explode.
	Stapl,	steepl,	scrupl,	rippl,	tippl,	suppl.

For the purpose of acquiring distinctness and precision in articulation, sentences like the following should be repeatedly read, but with great care; first, slowly, and then, more rapidly, always giving a full, clear, and distinct articulation to the initial and final consonants of each word:

The *hosts* still stand in *st*rangest plight. That las*t st*ill night. That las*ts t*ill night. *On* either side *an* ocean exists. *On* neither side *a* notion exists. He thrusts his fists against the posts, and still insists he sees the ghosts.

LESSON XVIII.

4. TRUN'DLING; *v.* rolling. | 4. PRAN'CING; *v.* leaping.

STORY ABOUT WASHINGTON.

REMARK.—This story should be read with the same tone, and in the same manner, that we use in conversation.

PRONOUNCE correctly. Do not say *b'lieve* for be-lieve; *toward'* for to'ward; *hes'tatin* for hes-*i*-ta-ting; *supprise* for sur-prise; *fav'rite* for fa-vor-ite; *presunce* for pres-ence; *drawin* for draw-*ing*; *wonduful* for won-der-ful.

1. GEORGE WASHINGTON'S father one day prepared a bed of earth in the garden, near George's †favorite walk.

2. In this he wrote with a small stick the name of his son, "George Washington," at full length, and filled the letters with †cabbage-seed. This being done, he carefully smoothed over the bed, and waited for the seed to come up.

3. In a few days, the plants †appeared, and there was to be seen, in living green, nature's own writing, the name of "GEORGE WASHINGTON."

4. As George was taking his favorite walk in the garden, either trundling his wagon, or riding his prancing horse, his eye caught a sight of the wonder.

5. He stopped and gazed; he spelt the name; he †hesitated and †doubted, and read again; he never saw such a wonder before; he never heard of any such thing; he could not †believe his eyes; yet it was so.

6. He staid not long, but bounded away toward the house, and soon stood in the †presence of his father.

7. "Father!" †exclaimed he.

8. "Well, George, what is the matter?"

9. "Why, father, I've seen such a sight!"

10. "What? where? my son," ˈinquired Mr. Washˈington.

11. "In the garden, sir."

12. "And what have you seen strange in the garden?"

13. "O, come and see! come and see, father! something I never heard of before," said George.

14. Mr. Washington went with unusual readiness to the spot, well convinced what the strange sight would prove to be. George led the way by some rods.

15. "Here, father, here it is; did you ever see such a strange sight before?"

16. "What is it that you see so strange?" said Mr. Washington, now drawing near, and appearing somewhat surprised.

17. "Why, here, father; don't you see these?" said George, stooping down, and passing his little fingers over the letters of his name in the bed.

18. "What, George?"

19. "Why, my name, father, here, growing in this bed, so green. How came this so?"

20. "Is it any thing wonderful?" asked Mr. Washington.

21. "Why, father, I never heard of any such thing before; did you?"

22. "Why — George — well," said Mr. Washington, ˈhesitating a little at this ˈunexpected question; "it ˈcertainly is ˈcurious."

23. "But, father, how came` it here?"

24. "May be, by *chance*`, George´."

25. "No, no, father´, it could not have come by chance`. I never *heard*` of such a thing."

26. "Well, and why may it not have come by chance?"

27. "I do not know, father´; but I do n't *believe*` it did."

28. "There are many things we do n't believe´, George, which, †nevertheless, are true`."

29. "Yes, yes, father; but I never *saw*` any thing like it before."

30. "That may be, and yet it may have come by chance."

31. "Well, I never *heard*` of any such thing."

32. "True; and yet might it not happen, although *you*´ never heard of it?"

33. "Ah, but, father, how should little plants grow up just so as to make the letters of *my*` name; *all*` the letters; all in †*exact order*`? Why was it not *your name?* Ah, father, why was it *any one's* name?"

EXERCISES.—What is this story about? What did Mr. Washington plant? How did he plant them? What did George do when he saw his name? Could the name have grown by chance? Why not?

What is inflection? How many kinds of inflection are there? What the rising? What the falling? What inflection is that marked in the 23d paragraph? What in the 24th? What three in the 25th? What two inflections in the 27th? What two in the 28th? What in the 29th? In the 31st? In the 32d? 33d?

What is emphasis? (See New Third Reader, page 134.) What word is emphasized in the 24th paragraph? In the 25th? In the 27th? In the 29th? The 31st? 33d?

For answers to questions on inflections, see Preliminary Lesson, pages 29 and 30, which should be carefully studied.

ARTICULATION.

Read with great care, at first, slowly, then more rapidly, articulating distinctly.

Among the rugged *rocks* the restless ranger ran. This *act*, more than all other *acts*, laid the *ax* at the root of the evil. 'T is *false* to say he had no *faults*.

LESSON XIX.

2. In-quis′i-tive-ly; *adv.* with curiosity.
24. De-sign′er; *n.* one who contrives.
27. Al-might′y; *adj.* all-powerful.
28. Con-vĕn′ient; *adj.* fit; proper.
33. Pro-pri′e-tor; *n.* owner.
33. Re-flec′tions; *n.* thoughts.
33. Im-pres′sion; *n.* effect.

STORY ABOUT WASHINGTON—CONCLUDED.

Utter *a*, *e*, and *o* distinctly. Do not say *convenient* for conven-ient; *contrived* for con-trived; *silunt* for si-lent; *thousund* for thou-sand; *ajunt* for a-gent; *b'long* for be-long. See Ex. on A, E, O, pages 24 and 25.

1. "It is *rather* †*wonderful*," said Mr. Washington.

2. "Ah! father, I guess," said George, looking up rather inquisitively.

3. "Well, and what do you guess, my son?"

4. "Why, I guess somebody did this; yes, I've just thought; somebody sowed this seed so as to make my name. I guess *you* did it, father; didn't you?"

5. "Well, George, for once you are quite right in your †guessing. I *did* do it."

6. "What for, father?"

7. "What for? Why, does it not look beautiful?"

8. "Yes; but you had some design, father. What did you mean by it?"

9. "I meant, George," replied Mr. Washington, "by means of it to teach you an †*important lesson*."

10. "What, father? To plant seeds?"

11. "More important than that. I wish to prove to you that there is a great God."

12. "Why, I believe that now, father. Mother has often told me about that."

13. "Well, but, George, how do you *know* that there is a God?"

14. "Because mother says there is."

15. "But what I mean, my son, is, how would you *prove* that there is a God?"

16. "I never studied that, father; and I don't know."

17. "Well, that is the very point which I wish you to know. Attend, and I will †explain.

18. "A short time since, and you †discovered these letters in this bed; they appeared wonderful; you called me; you wished to know how they came here; I told you they might have come by chance; this did not satisfy you; can you tell me why?"

19. "Because it seemed as if somebody must have sowed the seed here just so," said George.

20. "True, it does appear so. And now can you tell, my son, *why* it appears so?"

21. "Because," said George, "I think somebody had a †*design* in it; and you told me that *you* had some design in it, father."

22. "Just so, George; I *had* a design in it; and the *marks of design* prove that the plants did not grow thus by chance, but that some agent, or being, was †concerned in them. Is it not so?"

23. "Yes, sir."

24. "Now, then, George, look around. You see this beautiful world. You see how †nicely all things are †*contrived;* what marks of design there are! We have fire to warm us when we are cold; water to drink when we are thirsty; teeth to eat with, eyes to see with, feet to walk with. In a thousand things we see design. There must then have been a *designer;* some one who formed these things for a †*purpose*, for some *end.*"

25. "Ah!" said George, "I know whom you mean, father."

26. "Whom, my son?"

27. "God Almighty. Do you not?"

28. "Yes, I mean Him. It was He who †created all the beautiful and convenient things which you see around you. I mean Him who is God, the Lord, and †owner of all things, and who should be †worshiped by us all."

29. "But, father, is not this garden yours? and that house, and all things around us here?"

30. "No, my son," replied Mr. Washington, "they are not mine. True, I call them mine, and they are mine to use, rather than my †neighbor's; but they are only intrusted to my care. All things belong to God. He created them, and they are his. But He has given the care of them to his †creatures here, and will one day †require an account of them."

31. "But, father," said George, "you built your house, didn't you? And is it not yours, then?"

32. "Yes, George; but if I did build it, did I create the †materials of it? Who made the trees, from which the timber, the boards, and the †shingles were obtained? Whence did the iron come, from which the nails were made? God formed all. And it was He, too, who formed the oxen, and the horses, and the sheep, and every thing which you see on the farm."

33. George now became silent, and appeared for a time lost in the reflections of his own mind. A good impression had been made. He seemed to feel the force of his father's remarks. From this time, it is believed, he never †doubted that there was a God, the †author and proprietor of all things.

Exercises.—Who did George Washington think had placed the seed in the ground? What did Mr. Washington intend to teach George by it? What do we see around us giving evidence of a Creator? Do not all things prove the goodness of God?

In the last sentence, which are the pronouns? What is a pro-

noun? What does the word *pronoun* mean? See Pinneo's Primary Grammar, page 14, Art. 12.

ARTICULATION.

Ps.	Chips,	clips,	maps,	laps,	keeps,	sleeps.
	Steps,	skips,	ships,	whips,	flaps,	snaps.
	Slops,	stops,	chops,	shops,	stoops,	scoops.
Pt.	Apt,	kept,	slept,	wept,	swept,	whipt.
	Script,	propt,	chapt,	rapt,	sept,	adapt.

LESSON XX.

2. SHEL'TER-ED; *v.* protected from injury.
2. TYPE; *n.* that which stands for something else.
3. GLIT'TER-ING; *v.* shining; brilliant.
5. DE-SCRY'; *v.* to discover; to find out.
5. EM'BLEM; *n.* what may stand for something else.
5. VIEW'LESS; *adj.* that can not be seen.

THE BOY AND BUTTERFLY.

SOUND the *u* correctly. Do not say *truunt* for tru-*a*nt; *moister* nor *moistshure* for moist-*ure*; *ockypy* for oc-*cu*-py. See Ex. on U, page 25.

1. TRUANT boy, with †laughing eye
Chasing the winged †butterfly,
In her flight from bud to flower,
Wasting many a †precious hour;
Thine 's a chase of idle joy,
Happy, thoughtless, truant boy!

2. Thou hast left thy playmates, laid
'Neath the beech-tree's leafy shade,

†Sheltered from the heat of noon,
And the burning skies of June;
What are hours or skies to thee,
†Joyous type of liberty?

3. Pause! Thy foot hath touched the brink.
Where the †water-lilies drink
†Moisture from the silent stream,
†Glittering in the sunny beam;
Truant, pause! or else the wave
May thy future idling save.

4. Now, pursue the painted thing;
See! she drops her velvet wing;
Tired, she rests on yonder rose,
Soon thy eager chase will close:
Stretch thy hand; she is thine own;
Ah! she flies; thy treasure's gone!

5. Boy´! in thee the Poet's eye
Man's true emblem may descry`:
Like thee´, through the viewless air
He doth follow †visions fair`.
Hopes as vain, pursuits as wild,
†Occupy the full-grown child.

Exercises.—What is the boy here described as doing? Does he catch the butterfly? Of whom is he the emblem?

What is the first inflection in the last verse? What is the second? What inflection is that at *thee*, in the same verse? What is that at the word *fair?*

ARTICULATION.

Read with great care, at first, slowly, then more rapidly, articulating distinctly.

The will*ing* villa*in* was robb*ing* the rob*in's* nest. He found a pearl *in* the purl*ing* brook. At the base of the cliffs were drifts of sand. Six slick, slim, silver saplings.

LESSON XXI.

1. In'do-lent; *adj.* lazy; idle.
2. Com-mer'cial; *adj.* trading.
3. Com'ic-al; *adj.* amusing.
3. Drone; *n.* an idler.
4. Nav'i-ga-ble; *adj.* in which boats can sail.

THE IDLE SCHOOL-BOY.

Pronounce correctly. Do not say *inderlunt* for in-do-lent; *creepin* for creep-in*g*; *sylubble* for syl-*la*-ble; *colud* for col-ored; *scarlit* for scar-let; *ignerunt* for ig-*no*-rant.

1. I will tell you about the †laziest boy you ever heard of. He was indolent about every thing. When he played, the boys said he played as if the teacher told him to. When he went to school, he went creeping along like a snail. The boy had sense enough; but he was too lazy to learn any thing.

2. When he spelled a word, he †drawled out one syllable after another, as if he were afraid the †syllables would quarrel, if he did not keep them a great way apart.

3. Once when he was †reciting, the teacher asked him, "What is said of †Hartford?" He answered, "Hartford is a †flourishing *comical* town." He meant that it was a "flourishing *commercial* town;" but he was such a drone, that he never knew what he was about.

4. When asked how far the River †Kennebec was navigable, he said, "it was navigable for *boots* as far as †Waterville." The boys all laughed, and the teacher could not help laughing, too. The idle boy †colored like scarlet.

5. "I say it is so in my book," said he. When one of the boys showed him the book, and pointed to the

place where it was said, that the Kennebec was navigable for *boats* as far as Waterville, he stood with his hands in his pockets, and his mouth open, as if he could not understand what they were all laughing at.

6. Another day, when the boys were reciting a lesson in defining, he made a mistake worse than all the rest. The word A-CEPH´-A-LOUS was printed with syllables divided as you see. The meaning given of the word was, "without a head."

7. The idle boy had often been laughed at for being so slow in saying his lessons. This time, he thought he would be very quick and smart. So he spelled the word before the teacher had a chance to put it out. And how do you think he spelled it?

8. "A-C-E-P-H, ACEPH," said he, "a louse without a head." The boys laughed at him so much about this, that he was obliged to leave school. The teacher said, "he was a drone, and the working bees stung him out of the hive."

9. You can easily guess what luck this idle boy had. With all his father's care to have him learn, he *would* be a †dunce; not because he was a fool, but because he was too lazy to give his thoughts to any thing.

10. He had some fortune left him. But he was too lazy to take care of it, and now he goes about the streets, begging his bread. He often wishes that he had been more †attentive to his books, when young. But he can not live over again the time he has spent so badly, and he must be a poor †ignorant fellow for the rest of his life.

EXERCISES.—What is this lesson about? How did the idle boy play? What did he say about Hartford? What did he say about the Kennebec River? How did he spell and define *cephalous?* Can you define it? What became of the lazy boy?

ARTICULATION.

Rd.	Yard,	ward,	bird,	order,	hardly,	carding.
Rj.	Barge,	large,	targe,	dirge,	forge,	charger.
Rk.	Ark,	lark,	spark,	clerk,	jerk,	dirk.

LESSON XXII.

1. Bus'tling; *adj.* being active.
1. Sub'ject; *n.* the thing treated of.
3. Meek'ly; *adv.* mildly; quietly; gently.
3. Bur'dens; *n.* loads.
3. Re-straint'; *n.* any thing which hinders.
3. Un-re-strain'ed; *v.* without any thing to hinder.
4. Con-duct'ed; *v.* led; guided.
4. Trench'es; *n.* ditches.
4. Fer'tile; *adj.* producing much fruit; rich.
4. Pro'duce; *n.* that which is yielded or produced.
5. Steer'ed; *v.* guided; directed.
5. Hoists; *v.* raises.
6. Ap-pli'ed; *v.* directed; made use of.

KNOWLEDGE IS POWER.

Utter each sound distinctly. Do not say *exslent* for ex-*cel*lent; *ole* for *old; subjec's* for subjects; *blessin* for bless-ing; *cus* for curse; *bearin* for bear-ing; *buss* for bursts; *fiels* for fields. See Ex. V, page 24.

1. "What an +excellent thing is knowledge`," said a sharp-looking, bustling little man, to one who was much older than himself. "Knowledge is an excellent thing`," repeated he. "My boys know more at six and seven years old than I did at twelve. They can read all sorts of books, and talk on all sorts of subjects. The world is a great deal wiser than it used to be. Every body knows something of every thing now. Do you not think, sir, that knowledge is an excellent thing´?"

2. "Why, sir," replied the old man, looking gravely, "that depends †entirely upon the use to which it is †applied. It may be a blessing or a curse. Knowledge is only an †increase of power, and power may be a bad as well as a good thing." "That is what I can not understand," said the bustling little man. "How can power be a bad thing?"

3. "I will tell you," meekly replied the old man; and thus he went on: "When the power of a horse is under restraint, the †animal is useful in bearing burdens, †drawing loads, and †carrying his master; but when that power is unrestrained, the horse breaks his bridle, dashes to pieces the †carriage that he draws, or throws his rider." "I see!" said the little man.

4. "When the water of a large pond is †properly conducted by trenches, it renders the fields around fertile; but when it bursts through its banks, it sweeps every thing before it, and †destroys the produce of the fields." "I see!" said the little man, "I see!"

5. "When the ship is steered aright, the sail that she hoists †enables her sooner to get into port; but if steered wrong, the more sail she carries, the further will she go out of her course." "I see!" said the little man, "I see clearly!"

6. "Well, then," continued the old man, "if you see these things so clearly, I hope you can see, too, that knowledge, to be a good thing, must be rightly applied. God's grace in the heart will render the knowledge of the head a blessing; but without this, it may prove to us no better than a curse." "I see! I see!" said the little man, "I see!"

EXERCISES.—What is the subject of this lesson? When is knowledge useful? When is it injurious? May it always be made useful? What marks are those used in the last sentence?

In the last sentence, which are the adjectives? What is an adjective? What does the word *adjective* mean? See Pinneo's Primary Grammar, page 17, Art. 15, and page 20, Art. 22.

LESSON XXIII.

2. Re-signs′; *v.* gives up. | 2. Dis-solv′ing; *adj.* breaking up

REMEMBER THY CREATOR.

Pronounce correctly. Do not say *darkniss* for dark-ness; *trus* for trust; *natur* for nat-ure; *dus* for dust.

1. Remember thy †Creator,
While youth's fair spring is bright,
Before thy cares are greater,
Before comes death's dark night;
While yet the sun shines o'er thee,
While stars the darkness cheer,
While life is all before thee,
Thy great Creator fear.

2. Remember thy Creator,
Ere life resigns its trust,
Ere sinks dissolving †nature,
And dust returns to dust;
Before to God, who gave it,
The †spirit shall †appear;
He cries, who died to save it,
"Thy great Creator fear."

Exercises.—Who is our Creator? Why should we fear him? Why should the young especially fear him? What do you understand by "dissolving nature"? What by "dust returns to dust"?

ARTICULATION.

Rl.	Marl,	snarl,	pearl,	early,	curly,	burly.
Rm.	Firm,	warm,	worm,	swarm,	army,	former.
Rn.	Barn,	yarn,	stern,	born,	warn,	earnest.

LESSON XXIV.

1. De-clin'eth; *v.* decays; fades away.
1. Hush; *n.* silence.
2. Meek'ness; *n.* humility; resignation.
2. Link; *v.* to unite.
2. Pe-ti'tion; *n.* prayer; request.
2. Re-deem'er; *n.* Savior.
3. Sol'i-tude; *n.* loneliness.
4. Pi'nest; *v.* grievest; lamentest in silence.

ON PRAYER.

Articulate *ng* in morn*ing*, feel*ing*, kneel*ing*, breath*ing*, bless*ing*; the *d* in mind, friend, rais'*d*; *sms* in cha*sms*, pri*sms*, spa*sms*.

1. Go, when the morning †shineth,
Go, when the noon is bright,
Go, when the eve declineth,
Go, in the hush of night,
Go, with pure mind and feeling,
Fling †earthly thoughts away,
And in thy †chamber kneeling,
Do thou in secret pray.

2. Remember, all who love thee,
All who are loved by thee`;
Pray for those who hate thee,
If any such there be`;
Then for thyself in meekness,
A blessing humbly claim,
And link with each petition,
Thy great Redeemer's name.

3. Or if 'tis e'er †denied thee,
In solitude to pray´,
Should holy thoughts come o'er thee
When friends are round thy way´;

E'en then the silent breathing
Of thy †spirit raised above,
Will reach his throne of glory,
Who is †Mercy, Truth, and Love`.

4. O! not a joy or blessing,
With this can we †compare,
The power that He hath given us
To pour our souls in †prayer!
Whene'er thou pin'st in sadness,
Before his †footstool fall,
And remember in thy †gladness,
His grace who gave thee all.

EXERCISES.—When should we pray? Whom should we remember in our prayers?

ARTICULATION.

Up the *h*igh *h*ill *h*e *h*eaved the *h*uge round stone. The re-su*lts* of such fau*lts* were tumu*lts* and assau*lts*.

LESSON XXV.

3. MEN-AG'E-RIE; *n.* (*pro.* men-azh'e-ry) a collection of wild animals.

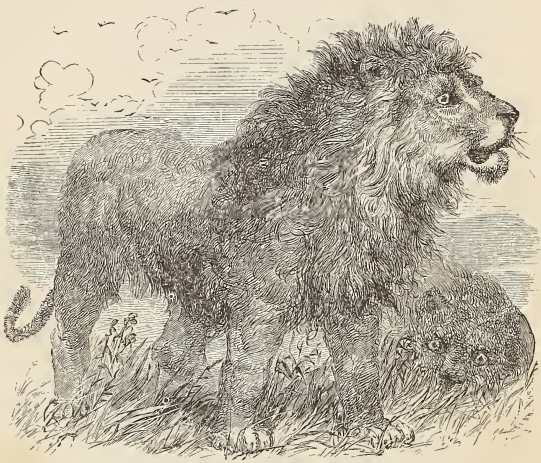
2. ROAMS; *v.* goes about.
4. RE-FIT'TING; *v.* repairing.
6. HE-RO'IC; *adj.* bold.

THE LION.

PRONOUNCE distinctly. Do not say *stonished* for *as*-ton-ished; *wakened* for *a*-wak-ened; *satsfied* for sat-*is*-fied; *larmed* for *a*-larmed.

1. THE lion is from three to four feet high, and from six to nine feet long. His strength is very great. He can easily break the skull of a horse by a stroke of his paw. A large lion can drag off an ox.

2. The color of the lion is a †yellowish red. He roams about in the forests of Africa and Asia, and is a terror to man and beast. The lion can be †tamed, if taken young, and will even show marks of kindness to his keeper. But it is †dangerous folly to get into his power.



3. In a menagerie at Brussels, there was a cell where a large lion, called †Danco, used to be kept. The cell happened to be in need of repair, and the keeper, whose name was William, desired a carpenter to come and mend it. The †carpenter came, but was so afraid of the lion, that he would not go near the cell alone.

4. So William †entered it, and led the lion to the upper part of it, while the other part was refitting. He played with the lion for some time; but, at last, being †wearied, both he and the lion fell asleep. The

carpenter went on with his work, and when he had finished it, he called out for William to come and see it.

5. He called again and again, but no William answered. The poor carpenter began to be †frightened, lest the lion had made his dinner of the keeper, or else crushed him with his great paws. He crept round to the upper part of the cell, and there, looking through the †railing, he saw the lion and William, sleeping side by side, as †contentedly as two littlo brothers.

6. He was so †astonished, that he uttered a loud cry. The lion, awakened by the noise, stared at the carpenter with an eye of fury, and then, placing his paw on the breast of his keeper, as if to say, "touch him if you dare," the heroic beast lay down to sleep again. The carpenter was †dreadfully alarmed, and not knowing how he could rouse William, he ran out and †related what he had seen.

7. Some people came, and opening the door of the cell, contrived to awaken the keeper, who, rubbing his eyes, quietly looked round him, and expressed himself very well †satisfied with his nap. He took the lion's paw, shook it kindly, and then retired †uninjured from the cell.

8. The lion sometimes lives to a great age. One by the name of Pompey, died at London, in the year 1760, at the age of seventy years.

9. The lion roams about in the forests of Asia and Africa. He utters a roar which sounds like thunder. He stays in places where other †animals are wont to come for food and drink. When one of them is near enough, he springs upon it with a furious bound.

EXERCISES.—What is this story about? What feats of strength can the lion perform? What is the color of the lion? Where is the lion found? To what age does the lion live? On what do lions feed? What story is told of William and Danco?

LESSON XXVI.

PRO-FES'SION; *n.* a man's business or trade.
COL'O-NISTS; *n.* people who go to live together in a new country.
FOUND'ER; *n.* one who establishes.
COL'O-NY; *n.* a settlement formed in a remote country.
MILL'-WRIGHT; *n.* one who builds mills.
FORGE; *n.* a place where iron is beaten into form.
EM-PLOY'MENT; *n.* business; occupation.
LAW'YER; *n.* one who practices law.
O-BE'DI-ENT; *adj.* doing what is directed.
PRE-CISE'LY; *adv.* exactly.
POL-I-TI'CIAN; *n.* one devoted to politics.

THE COLONISTS.

REMARK.—Read this dialogue, as if you were talking to one another, under the circumstances here described.

ATTEND CAREFULLY to the proper articulation of the unaccented *a*, in such words as *respectable, peaceable, ignorant, elegant, perusal*, &c.

Do not omit the *r* in words like the following: *farmer, hard, work, corn, carpenter, chairs, boards, forge, hearths, burn, barber, appear, servant, sir*, &c.

[NOTE.—Mr. Barlow one day invented a play for his children, on purpose to show them what kind of persons and professions are the most useful in society, and particularly in a new settlement. The following is the conversation which took place between himself and his children.]

Mr. Barlow. Come, my boys, I have a new play for you. I will be the founder of a colony; and you shall be people of †different trades and professions, coming to offer yourselves to go with me. What are you, Arthur?

Arthur. I am a farmer, sir.

Mr. Barlow. Very well. Farming is the chief thing

we have to depend upon. The farmer puts the seed into the earth, and takes care of it when it is grown to ripe corn. Without the farmer, we should have no bread. But you must work very †diligently; there will be trees to cut down, and roots to dig out, and a great deal of hard labor.

Arthur. I shall be ready to do my part.

Mr. Barlow. Well, then I shall take you †willingly, and as many more such good fellows as I can find. We shall have land enough, and you may go to work as soon as you please. Now for the next.

James. I am a miller, sir.

Mr. Barlow. A very useful trade! Our corn must be ground, or it will do us but little good. But what must we do for a mill, my friend?

James. I suppose we must make one, sir.

Mr. Barlow. Then we must take a *mill-wright* with us, and carry mill-stones. Who is next?

Charles. I am a carpenter, sir.

Mr. Barlow. The most †necessary man that could offer. We shall find you work enough, never fear. There will be houses to build, fences to make, and chairs and tables beside. But all our timber is growing; we shall have hard work to fell it, to saw boards and planks, and to frame and raise buildings. Can you help in this?

Charles. I will do my best, sir.

Mr. Barlow. Then I engage you, but I advise you to bring two or three able †assistants along with you.

William. I am a blacksmith.

Mr. Barlow. An †excellent companion for the carpenter. We can not do without either of you. You must bring your great bellows, †anvil, and †vise, and we will set up a forge for you, as soon as we arrive. By the by, we shall want a mason for that.

Edward. I am one, sir.

Mr. Barlow. Though we may live in log-houses at first, we shall want brick-work, or stone-work, for †chimneys, †hearths, and ovens, so there will be employment for a mason. Can you make bricks, and burn lime?

Edward. I will try what I can do, sir.

Mr. Barlow. No man can do more. I engage you. Who comes next?

Francis. I am a †shoe-maker, sir.

Mr. Barlow. Shoes we can not well do without, but I fear we shall get no †leather.

Francis. But I can dress skins, sir.

Mr. Barlow. Can you? Then you are a useful fellow. I will have you, though I give you double wages.

George. I am a tailor, sir.

Mr. Barlow. We must not go naked; so there will be work for a tailor. But you are not above mending, I hope, for we must not mind wearing †patched clothes, while we work in the woods.

George. I am not, sir.

Mr. Barlow. Then I engage you, too.

Henry. I am a silversmith, sir.

Mr. Barlow. Then, my friend, you can not go to a worse place than a new colony to set up your trade in.

Henry. But I understand clock and watch making, too.

Mr. Barlow. We shall want to know how the time goes, but we can not afford to employ you. At present, I advise you to stay where you are.

Jasper. I am a barber and hair-dresser.

Mr. Barlow. What can we do with you? If you will shave our men's rough beards once a week, and crop their hairs once a quarter, and be content to help the carpenter the rest of the time, we will take you

But you will have no ladies' hair to curl, or gentlemen to powder, I assure you.

Louis. I am a doctor, sir.

Mr. Barlow., Then, sir, you are very welcome; we shall some of us be sick, and we are likely to get cuts, and †bruises, and broken bones. You will be very useful. We shall take you with pleasure.

Stephen. I am a lawyer, sir.

Mr. Barlow. Sir, your most obedient servant When we are rich enough to go to law, we will let you know.

Oliver. I am a †school-master.

Mr. Barlow. That is a very respectable and useful profession; as soon as our children are old enough, we shall be glad of your services. Though we are hard-working men, we do not mean to be ignorant; every one among us must be taught reading and writing. Until we have employment for you in teaching, if you will keep our accounts, and, at present, read sermons to us on Sundays, we shall be glad to have you among us. Will you go?

Oliver. With all my heart, sir.

Mr. Barlow. Who comes here?

Philip. I am a soldier, sir; will you have me?

Mr. Barlow. We are †peaceable people, and I hope we shall not be obliged to fight. We shall have no occasion for you, unless you can be a †mechanic or farmer, as well as a soldier.

Richard. I am a dancing-master, sir.

Mr. Barlow. A *dancing-master?* Ha, ha! And pray, of what use do you expect to be in the "back-woods?"

Richard. Why, sir, I can teach you how to appear in a drawing-room. I shall take care that your children know †precisely how low they must *bow* when saluting company. In short, I teach you

the *science*, which will †distinguish you from the savages.

Mr. Barlow. This may be all very well, and quite to *your* fancy, but *I* would suggest that we, in a new colony, shall need to pay more attention to the raising of corn and †potatoes, the feeding of cattle, and the preparing of houses to live in, than to the †cultivation of this elegant "*science*," as you term it.

John. I, sir, am a †politician, and would be willing to edit any newspaper you may wish to have published in your colony.

Mr. Barlow. Very much obliged to you, Mr. Editor; but for the present, I think you may wisely remain where you are. We shall have to labor so much for the first two or three years, that we shall care but little about other matters than those which concern our farms. We certainly must spend some time in reading, but I think we can obtain †suitable books for our †perusal, with much less money than it would require to support you and your newspaper.

Robert. I am a gentleman, sir.

Mr. Barlow. A *gentleman!* And what good can you do us?

Robert. I intend to spend most of my time in walking about, and †overseeing the men at work. I shall be very willing to assist you with my *advice*, whenever I think it necessary. As for my support, that need not trouble you much. I expect to shoot game enough for my own eating; you can give me a little bread, and a few †vegetables; and the barber shall be my servant.

Mr. Barlow. Pray, sir, why should we do all this for you?

Robert. Why, sir, that you may have the credit of saying that you have one gentleman, at least, in your colony.

Mr. Barlow. Ha, ha, ha! A fine gentleman, truly! When we desire the honor of your company, sir, we will send for you.

EXERCISES.—What is the subject of this lesson? What play did Mr. Barlow propose? What kind of work does the farmer perform? The miller? The carpenter? What tools does the black smith use? What was Francis' trade?

Did Mr. Barlow think he would be useful to the colonists? What did Mr. Barlow say about Henry's business? Why did not Mr. Barlow engage Stephen, the lawyer? Do you think the new colonists could live comfortably without the dancing-master?

What did Mr. Barlow say to Robert, the gentleman? Which trade, do you think, would be most useful in a new colony?

Which are the nouns in the first paragraph? Which are in the plural number? Which in the objective case? What does the word *objective* mean? See Pinneo's Primary Grammar, Art. 105, page 55.

ARTICULATION.

Rt.	Skirt,[3]	flirt,[3]	port,[1]	extort,[3]	party.[3]
Rch.	Starch,[3]	porch,[1]	scorch,[3]	lurch,[3]	archly.[3]
Rch.	March,[3]	larch,[3]	parch,[3]	birch,[3]	murch.[3]

EXERCISES ON THE SUBVOCALS.

The *b*ad *b*oy *b*roke *b*oth *b*uckles. *D*id the *d*ark *d*eer *d*rop *d*ead at the *d*oor? The *g*iddy *g*irl caused *g*reat *g*rief. The *j*olly *j*udge *j*umped for *j*oy. *L*ook at that *l*ong *l*ine of *l*ingering *l*ight. *M*oses and *M*ary *m*et the *m*ad *m*an. *N*one *kn*ew the *n*ame of the *n*eedy *n*ūn. The *r*uddy fruit *r*ivaled the *r*edness of the *r*ose. *V*isit the *v*aunted *v*iew in the *v*erdant *v*alley.

*W*e *w*ill *w*ander *w*ithin the *w*aving *w*oods. *Y*ou may *y*et *y*ield *y*our *y*ams. The *z*eal of the *z*ealot caused him to take a *z*igzag course. *Th*ey *th*ought *th*e *th*read was made of *th*rums. The ki*ng* may si*ng*, while we bri*ng* water from the spri*ng*.

4th Rd. 8.

LESSON XXVII.

4. En-tan'gled; *v.* disordered; twisted up.
5. As-sist'ance; *n.* aid; help.
5. Dis-en-gäg'ed; *v.* loosened; made free.
6. Dig'ni-ty; *n.* majestic manner.
6. Pre-par'ed; *v.* made ready.
7. Dis-cour'age; *v.* to take away courage.
7. Dis-ap-point'ment; *n.* the not obtaining what was expected.
10. Ob-jec'tion; *n.* reason against a measure.
11. Per-se-ver'ance; *n.* continuing in any thing begun.
11. Mot'to; *n.* a word or short sentence expressing much.

PERSEVERANCE.

Utter distinctly the *t* and *d*. Do not say *lif* for lift; *kinely* for kind-ly; *childern* for chil-dren; *han* for hand; *win* for wind; *foun* for found; *stan* for stand; *depen's* for de-pends. See Ex. on T and D, pages 26 and 27.

1. "Will you give my kite a lift?" said my little †nephew to his sister, after trying in vain to make it fly by dragging it along the ground. Lucy very kindly took it up and threw it into the air, but, her brother †neglecting to run off at the same moment, the kite fell down again.

2. "Ah! now, how †awkward you are!" said the little fellow. "It was your fault †entirely," answered his sister. "Try again, children," said I.

3. Lucy once more took up the kite. But now John was in too great a hurry; he ran off so †suddenly that he †twitched it out of her hand, and the kite fell flat as before. "Well, who is to blame now?" asked Lucy. "Try again," said I.

4. They did, and with more care; but a side wind coming suddenly, as Lucy let go the kite, it was blown against some shrubs, and the tail got entangled

in a moment, leaving the poor kite hanging with its head downward.

5. "There, there!" †exclaimed John, "that comes of your throwing it all to one side." "As if I could make the wind blow †straight," said Lucy. In the meantime, I went to the kite's assistance; and having disengaged the long tail, I rolled it up, saying, "Come, children, there are too many trees here; let us find a more open space, and then TRY AGAIN."

6. We †presently found a nice grass-plot, at one side of which I took my stand; and all things being prepared, I tossed the kite up just as little John ran off. It rose with all the dignity of a †balloon, and promised a lofty flight; but John, †delighted to find it pulling so hard at the string, stopped short to look upward and admire. The string †slackened, the kite †wavered, and the wind not being very favorable, down came the kite to the grass. "O John, you should not have stopped," said I. "However, TRY AGAIN."

7. "I won't try any more," replied he, rather †sullenly. "It is of no use, you see. The kite won't fly, and I don't want to be †plagued with it any longer." "O, fie, my little man! would you give up the sport, after all the pains we have taken both to make and to fly the kite? A few disappointments ought not to discourage us. Come, I have wound up your string, and now TRY AGAIN."

8. And he did try, and †succeeded, for the kite was carried upward on the breeze as lightly as a feather; and when the string was all out, John stood in great delight, holding fast the stick, and gazing on the kite, which now seemed as a little white speck in the blue sky. "Look, look, aunt, how high it flies! and it pulls like a team of horses, so that I can hardly hold it. I wish I had a mile of string: I am sure it would go to the end of it."

9. After †enjoying the sight as long as he pleased, little John †proceeded to roll up the string slowly; and when the kite fell, he took it up with great glee, saying that it was not at all hurt, and that it had behaved very well. "Shall we come out to-morrow, aunt, after lessons, and TRY AGAIN?"

10. "I have no objection, my dear, if the weather is fine. And now, as we walk home, tell me what you have learned from your morning's sport." "I have learned to fly my kite properly." "You may thank aunt for it, brother," said Lucy, "for you would have given it up long ago, if she had not †persuaded you to TRY AGAIN."

11. "Yes, dear children, I wish to teach you the value of PERSEVERANCE, even when nothing more depends upon it than the flying of a kite. Whenever you fail in your †attempts to do any good thing, let your motto be, TRY AGAIN."

EXERCISES.—What is the subject of this lesson? Why was John discouraged in his attempts to raise his kite? What did his aunt say to him? What may we learn from this? What should be our motto if we expect to be successful in any undertaking?

ARTICULATION.

Sk.	Score[1],	scald[4],	skate[1],	scurvy[3],	skittish[2].
	Brisk[2],	frisk[2],	busk[2],	musk[2],	masker[3].
Sp.	Spend[2],	speed[1],	spy[1],	spin[2],	speckle[2].
	Gasp[3],	crisp[2],	wisp[2],	cusp[2],	aspen[2].
Sw.	Sweet[1],	swain[1],	swore[1],	swine[1],	swindle[2].

EXERCISES ON THE ASPIRATES.

The *f*ield was *f*illed with *f*ine *f*lowers. *H*is *h*orse was *h*urt on the *h*ill. *K*ate *k*ept his *k*ite. A *p*ile of *p*ears was *p*laced in the *p*ath. She was *s*ick, *s*ad, and *s*orrowful.

LESSON XXVIII.

1. PER-SE-VERE′; *v.* to continue.
1. COUR′AGE; *n.* resolution.
1. CON′QUER; *v.* to gain the victory.
2. PRE-VAIL′; *v.* to overcome.
2. DIS-GRACE′; *n.* shame.
2. WIN; *v.* to gain; to obtain.
3. RE-WARD′; *n.* any thing given in return for good or bad conduct.
3. PA′TIENCE; *n.* constancy in labor.

TRY, TRY AGAIN.

UTTER each sound *distinctly.* Do not say *firss* for first; *'pear* for *ap*-pear; *lass* for last; *tass* for task; *youreward* for your reward. See Ex. V, pages 27 and 28.

1. 'T IS a lesson you should heed,
Try, try again;
If at first you do n't †succeed,
Try, try again;
Then your courage should †appear,
For, if you will persevere,
You will conquer, never fear;
Try, try again.

2. Once or twice though you should fail,
Try, try again;
If you would at last prevail,
Try, try again;
If we strive, 't is no disgrace,
Though we do not win the race;
What should you do in the case?
Try, try again.

3. If you find your task is hard,
Try, try again;
Time will bring you your †reward,
Try, try again;

All that other folks can do,
Why, with patience, should not you?
Only keep this rule in view:
TRY, TRY AGAIN.

EXERCISES.—What is the advice contained in this lesson? How many different stops are there in this lesson, and what are they? What mark is that before "'Tis," in the first line, and what does it here indicate?

LESSON XXIX.

4. DI'A-LOGUE; *n.* conversation between two or more.
8. PIN'NACE; *n.* a small vessel.
8. YAWL; *n.* a ship's boat.
32. LAUNCH; *v.* to move into the water.

ALBERT AND JAMES.

UTTER the *d* and *t* distinctly. Do not say *aroun* for a-roun*d*; *fuss* for firs*t*; *furthes* for fur-thes*t*; *gran* for gran*d*; *ac* for ac*t*; *gifs* for gifts.

1. ALBERT and JAMES BLAND were two good boys, and their praise was heard for miles around. Did the rich man have a party of young folks at the hall, Albert and James were sure to be there. They were the very masters of the sports, and their games were all merry and wise.

2. Was the poor man sick, and in want of bread, Albert and James were the first to bring him aid. They would share their own food with him. The joy which they felt in doing good, was more than they could tell. Rich and poor, high and low, all knew and loved them.

3. One day, when they had been in their †play-room a long time, and no noise had been heard, their father †peeped in at the door, and there they were,

as †busy as bees, at a small table near the window. James was †rigging a boat, and Albert was †painting one. To rig a boat, is to †furnish it with the ropes and sails proper for it.

4. Without being seen by either of them, their father †slipped into the room, and taking a seat at the furthest corner, heard the following dialogue:

5. *James.* Albert, can you tell me those lines which old Ben, the sailor, made about the boats, when we went to the †sea-side with father?

6. *Albert.* It is so long since I have said them, that I am sure I do not know; but I will try. Let me see.

"The yawl and the †jolly-boat."

No; that's wrong, the yawl comes in the second line. How do they begin?

7. *James.* I think, brother, "the long-boat."

8. *Albert.* O yes; now I have them—

"The long-boat, the jolly-boat,
The pinnace and the yawl;
The skiff and the water-boat,
Ship-boats we call.
But the life-boat, my boys,
Is the best thing that floats."

9. *James.* Yes; that life-boat is a grand thing, to be sure. To save the poor sailors when the ship is dashing to †pieces in the storm, is, as father says, a great and noble act. Thank you, brother Albert; perhaps you will one day write them down for me, and then I can learn them.

10. *Albert.* That I will. I will write them out for you to-night, if father will let me have some paper.

11. *James.* Thank you, Albert.

"But the life-boat, my boys,
Is the best thing that †floats."

I say, Albert, do n't you think that the best thing father and mother could do, would be to send us to sea? Why, we are half sailors now.

12. *Albert.* Yes, we know that the †*stern* is the hind part of the ship.

13. *James.* And that the *stem* is the fore part.

14. *Albert.* That the *keel* is the bottom piece of timber, on which the ship is built.

15. *James.* That the *masts* are those long beams or posts, to which they fix the sails.

16. *Albert.* That the †*bowsprit* is a mast which stands out from the head of a ship.

17. *James.* That the †*starboard* is on the right hand, when looking toward the head of a ship.

18. *Albert.* And that the †*larboard* is the left hand.

19. *James.* That to †*weigh* †*anchor* is to heave or drag it from the bottom of the sea; that the *rudder* is that †instrument, which is placed at the stern, and which, by being moved this way or that, by the *helm* or handle, guides the course of the ship through the water.

20. *Albert.* That a †*buoy* is a floating cask, which is made fast by chains and anchors, to show where the water is †shallow, and where rocks and sand-bars are, or any thing else of danger.

21. *James.* Yes, thanks to old Ben, we know all these; and then, how pleasant it would be to see the whale, which is called the king of the sea.

22. *Albert.* And the shark, the boldest of all fishes.

23. *James.* And the saw-fish and sword-fish.

24. *Albert.* Yes, indeed; or to make a voyage to †Peru, for gold and silver.

25. *James.* Or to the East Indies and China, for †cloves, †nutmegs, silks, muslins, tea, and many other nice things.

26. *Albert.* Or to the West Indies, for bananas, sugar, and coffee.

27. *James.* Or to †France and †Spain, for wine, †oranges, lemons, †almonds, and †raisins.

28. *Albert.* Yes, yes; this is all very pleasant to talk about, but it would not do quite so well, I fancy. Sailors have to bear many hardships. What a sad account that was, which father read to us the other day, about the poor fellows that were ten days at sea in a boat, and were nearly starved before they were picked up, as they call it.

29. *James.* O dear, Albert, I can not bear to think of it. How kind we ought to be to sailors when they come home. I am sure, I will do all I can for them.

30. *Albert.* Hark! there is some one singing in the street; and see, it is a poor old sailor; he has but one leg; now then, out with your little box, and be as good as your word.

31. *James.* That I would; but, alas! I gave my last cent this morning to the poor little sweep, who has neither father nor mother. What shall I do?

32. Just then, their father came forward and said: "My dear boys, for the last ten †minutes I have been in the room; and you do not know what pleasure it gives me to see so much kindness, and to find that your young minds are so well stored with useful knowledge. Here is some money for your little box; go, and †relieve the poor sailor; and then, as your boats are ready, we will walk to the brook, and your brother will launch them."

EXERCISES.—Who were Albert and James Bland? Who was old Ben? Can you repeat his verses? What is a life-boat? What part of a ship is the stern? The stem? The mast? The bowsprit? Which side is the starboard? The larboard? What is the rudder? The helm? What do we get from Peru? From the East Indies? From the West Indies? From France and Spain?

LESSON XXX.

1 In-vert´ed; *v.* turned upside down.
2. Sat-is-fac´tion; *n.* gratification.
3. Dis-patch´ed; *v.* finished.
4. Gar´lands; *n.* flowers wreathed or twisted together.
5. Pit´i-ful; *adj.* causing pity.
6. Pen´sion-er; *n.* one who is supported by others.
7. Vig´i-lant; *adj.* watchful.
7. Pil´fer-er; *n.* one who steals little things.
8. Naught´i-ness; *n.* bad conduct.
9. Buf´fet-ing; *v.* striking with the hand.
10. Glee; *n.* joy; mirth.
11. For´feit-ed; *v.* lost.
11. Dis-con´so-late; *adj.* without comfort.
11. Sub-sid´ed; *v.* become quiet.

HARRY AND HIS DOG.

Utter each letter *distinctly.* Do not say *fris* for fris*k*; *breakfas* for break-fas*t*; *groun* for ground; *garlan's* for gar-lands; *frien's* for friends; *firmes* for firm-es*t*; *moce* for mos*t*; *barkin* for bark-in*g*; *rollin* for roll-in*g*; *comin* for com-in*g*; *teasin* for teas-in*g*.

1. "Beg`, Frisk´, beg`," said little Harry, as he sat on an inverted basket, at his grandmother's door, †eating, with great satisfaction, a †porringer of bread and milk. His little sister Annie, who had already dispatched her †breakfast, sat on the ground †opposite to him, now twisting her flowers into garlands, and now throwing them away.

2. "Beg`, Frisk´, beg`!" repeated Harry, holding a bit of bread just out of the dog's reach; and the obedient Frisk squatted himself on his hind legs, and held up his fore paws´, waiting for master Harry to give him the tempting morsel`.

3. The little boy and the little dog were great friends. Frisk loved him dearly, much better than he did any one else; perhaps, because he †recollected

that Harry was his †earliest and firmest friend during a time of great trouble.

4. Poor Frisk had come as a stray dog to Milton, the place where Harry lived. If he could have told his own story, it would probably have been a very pitiful one, of kicks and cuffs, of hunger and foul weather.

5. Certain it is, he made his †appearance at the very door where Harry was now sitting, in †miserable †plight, wet, dirty, and half-starved; and that there he met Harry, who took a fancy to him, and Harry's †grandmother, who drove him off with a broom.

6. Harry, at length, †obtained †permission for the little dog to remain as a sort of out-door pensioner, and fed him with stray bones and cold †potatoes, and such things as he could get for him. He also †provided him with a little basket to sleep in, the very same which, turned up, afterward served Harry for a seat.

7. After a while, having proved his good qualities by barking away a set of pilferers, who were making an attack on the great pear-tree, he was admitted into the house, and became one of its most vigilant and †valued inmates. He could fetch or carry either by land or water; would pick up a thimble or a ball of cotton, if little Annie should happen to drop them; or take Harry's dinner to school for him with perfect †honesty.

8. "Beg, Frisk, beg!" said Harry, and gave him, after long waiting, the †expected morsel. Frisk was †satisfied, but Harry was not. The little boy, though a good-humored fellow in the main, had turns of naughtiness, which were apt to last him all day, and this promised to prove one of his worst. It was a †holiday, and in the afternoon, his cousins, Jane and William, were to come and see him and Annie; and

the pears were to be †gathered, and the children were to have a treat.

9. Harry, in his †impatience, thought the morning would never be over. He played such pranks, buffeting Frisk, cutting the curls off Annie's doll, and finally breaking his grandmother's †spectacles, that before his †visitors †arrived, indeed, almost immediately after dinner, he †contrived to be sent to bed in disgrace.

10. Poor Harry! there he lay, rolling and kicking, while Jane, and William, and Annie, were busy about the fine, mellow †Windsor pears. William was up in the tree, †gathering and shaking; Annie and Jane †catching them in their aprons, and picking them up from the ground; now piling them in baskets, and now eating the nicest and ripest; while Frisk was barking gayly among them, as if he were catching Windsor pears, too.

11. Poor Harry! He could hear all this glee and †merriment through the open window, as he lay in bed. The storm of passion having subsided, there he lay weeping and disconsolate, a †grievous sob, bursting forth every now and then, as he heard the loud peals

of childish laughter, and as he thought how he should have laughed, and how happy he should have been, had he not forfeited all this pleasure by his own bad conduct.

12. He †wondered if Annie would not be so good-natured as to bring him a pear. All on a sudden, he heard a little foot on the stair, pitapat, and he thought she was coming. Pitapat came the foot, nearer and nearer, and at last a small head peeped, half-afraid, through the half-open door.

13. But it was not Annie's head; it was Frisk's—poor Frisk, whom Harry had been †teasing and †tormenting all the morning, and who came into the room wagging his tail, with a great pear in his mouth, and, jumping upon the bed, he laid it in the little boy's hand.

14. Is not Frisk a fine, grateful fellow? and does he not deserve a share of Harry's breakfast, whether he begs for it or not? And little Harry will remember from the events of this day, that *kindness*, even though shown to a dog, will always be *rewarded;* and that *ill-nature* and *bad-temper* are connected with nothing but *pain* and *disgrace.*

EXERCISES.—What is the subject of this lesson? Who took the little dog's part when he had no friend? How did Harry lose his share in the holiday's sport? How did Frisk show his gratitude to his master? What will Harry learn from the events of this day?

ARTICULATION.

Sm.	Small,	smile,	smell,	smelt,	smith,	smoke
Sn.	Snag,	snake,	snarl,	sneer,	sneeze,	snort.
St.	Stack,	stick,	stall,	stamp,	stand,	start.
St.	Blest,	guest,	chest,	drest,	misty,	hasty.
Str.	Strict,	stripe,	stroll,	stride,	strait,	strive.

LESSON XXXI.

1. BLUS'TER-ING; *adj.* being noisy and loud.
2. CREST; *n.* the top.
2. QUIV'ER-ING; *adj.* trembling; shaking.
2. MAR'GIN; *n.* edge; border.
3. FAIR'Y; *n.* an imaginary being.
3. BEV'IES; *n.* flocks.
3. PICT'UR-ED; *v.* painted.
3. SHEEN; *n.* brightness; splendor of appearance.

FREAKS OF THE FROST.

REMARK.—Let this lesson be read in a brisk and lively manner, being careful, however, not to run one word into another

ARTICULATE distinctly. Do not say *slep* for slept; *crep* for crept; *cosly* for cost-ly.

1. THE Frost looked forth one still, clear night,
And †whispered, "Now I shall be out of sight;
So through the †valley, and over the †height,
In †silence I'll take my way;
I will not go on, like that blustering train,
The wind and the snow, the hail and the rain,
Who make so much †bustle and noise in vain,
But I'll be as busy as they."

2. Then he flew to the mountain, and †powdered its crest;
He lit on the trees, and their boughs he dressed
In †diamond beads; and over the breast
Of the quivering lake, he spread
A coat of mail, that need not fear
The downward point of many a spear,
That he hung on its margin, far and near,
Where a rock could rear its head.

3. He went to the window of those who slept,
And over each pane, like a fairy, crept;
Wherever he breathed, wherever he stepped,
By the light of the morn were seen
Most beautiful things; there were flowers and trees;
There were bevies of birds, and swarms of bees;
There were cities with temples and towers, and these
All pictured in silver sheen.

4. But he did one thing, that was hardly fair;
He peeped in the †cupboard, and finding there
That all had †forgotten for him to prepare,
"Now just to set them a-thinking,
I'll bite this basket of fruit," said he,
"This costly †pitcher I'll burst in three;
And the glass of water they've left for me
Shall †'tchick!' to tell them I'm drinking."

EXERCISES.—What did the frost say? What did he do to the mountain? The trees? The lake? The window? The pitcher?

ARTICULATION.

Tl.	Beetl,	titl,	startl,	gristl,	prattl,	scuttl.
Ts.	Quits,	sets,	splits,	spots,	sheets,	fleets.
Tr.	Tribe,	tree,	tract,	trace,	wintry,	putrid.
Tw.	Twain,	twelve,	twinge,	twitch,	twenty,	twinkle.

EXERCISES ON THE ASPIRATES.

*T*ake *t*ime *t*o *t*ie *t*he *t*ug. *Sh*e *sh*ook the *sh*runken *sh*roud. He *ch*ose to *ch*ange his *ch*air in the *ch*urch. He *th*rew the *th*in *th*imble *th*rough the *th*orns. *Wh*ere, *wh*en, *wh*y, and by *wh*at means was it effected?

LESSON XXXII.

4. AN'CIENTS; *n.* (*pro. ane'cients*), those who lived in former times.
6. IN-STRUCT'; *v.* to teach.
8. MIS'SION-A-RY; *n.* one sent to preach the gospel.
8. CHAR'AC-TER; *n.* reputation.
8. UN-MO-LEST'ED; *v.* free from disturbance; uninterrupted.
8. LAW'LESS; *adj.* without law.
8. TREA'TY; *n.* a solemn agreement or contract.
9. FAM'INE; *n.* scarcity of food.
10. AP-PAR'ENT-LY; *adv.* in appearance.
10. ACT'U-AL-LY; *adv.* really; truly.
10. CHANT; *v.* to sing.
10. STAN'ZA; *n.* a number of lines in poetry.
11. HUSH'ED; *v.* stilled; made silent.
11. UT'TER-ANCE; *n.* the act of expressing with the voice.

THE SONG OF THE DYING SWAN.

SOUND each letter *clearly.* Do not say *s'pose* for *sup*-pose; *trus* for trust; *friens* for friends; *distinc* for dis-tinct; *dyin* for dy-ing; *wenever* for when-ev-er.

1. *Child.* How long will the swan live?

2. *Parent.* It is not known. A goose has been known to live a hundred years, and from the firmer †texture of the flesh of the swan, that would probably live longer.

3. *C.* Does the swan sing?

4. *P.* No, I believe not. The ancients used to suppose that it did; but it is now †understood that it utters only a kind of shrill hiss or whistle.

5. *C.* But Tom told me that he read in a poem of the song of the dying swan. Is it not true, that the swan ever sings when it is dying?

6. *P.* Poems do not always tell what is true. They sometimes instruct by using fables. This is one of the fables of the ancients. But I can tell you about

a death that is †equally beautiful, and it is all true. Shall I tell it to you?

7. *C.* O yes, I want to hear it.

8. *P.* Swartz was a missionary, that is, one who left his own country to preach the gospel to the heathen. He died at the age of seventy-two, having been a missionary forty-eight years in India. He had such a high character among the heathen, that he was suffered to pass through savage and lawless tribes unmolested. They said, "Let him alone, let him pass; he is a man of God!" A tyrant, named Hyder Ali, while he refused to enter into a treaty with others, said, "Send me Swartz; send me the †Christian missionary to treat with me, for him only can I trust."

9. The people had been so †cruelly used, that they left their lands, and refused to raise any thing. All they had raised had been †seized and taken away. The whole country would soon have been in a famine. The †heathen ruler †promised justice, and tried to induce them to go back to their farms; but all in vain. They would not †believe him. Swartz then wrote to them, making the same promises. *Seven thousand men returned to their lands in one day.*

10. When he came to die, he lay for a time apparently lifeless. One of his friends, a worthy fellow-laborer from the same country, †supposing that he was actually dead, began to chant over his remains a stanza of a †favorite †hymn, which they used to sing together to †soothe each other, in his life-time.

11. The verses were sung through without a motion or a sign of life from the still form before him; but when the last clause was over, the voice, which was supposed to be hushed in death, took up the second stanza of the same hymn, completed it with a distinct and sweet utterance, and then was hushed, and was heard no more. The soul rose with the last strain.

12. Is not this more touching and beautiful than the fable about the dying swan? I hope you will remember it, and whenever you read of the swan, you will †recollect this story, and think how sweetly death comes to a good man, who has †faithfully †followed Jesus Christ.

13. How sweet to think that on our eyes,
A lovelier clime shall yet arise;
That we shall wake from sorrow's dream,
Beside a pure and living stream.

EXERCISES.—What is said of the swan's dying song? What is the truth about it? Who was Swartz? Relate what is said of Swartz.

ARTICULATION.

Vz.	Moves,	roves,	thrives,	saves,	leaves,	sheaves.
	Shoves,	doves,	loves,	gloves,	proves,	sleeves.
Zl.	Grizzl,	drizzl,	guzzl,	muzzl,	puzzl,	embezzl.
Zm.	Plasm,	phasm,	chasm,	miasm,	deism,	baptism.
Zn.	Prisn,	risn,	raisn,	seasn,	brazn,	damsn.
	Reasn,	treasn,	crimsn,	dozn,	frozn,	poisn.

Read with great care, at first, slowly, then more rapidly, articulating distinctly.

The *w*ind *wh*istles *th*rough *the th*istles. *Wh*en Ajax *str*ives *s*ome *st*one's *v*ast weight to *th*row. The *b*iggest *b*eam *b*ends *b*e neath its *b*urden. The *d*etested *d*astard *d*estroyed the *d*elicate *d*ahlias. The *l*ame *l*ion *l*ingered by his *l*onely *l*air. The *m*eanest *m*an has *m*own the *m*eadows. Amid*st* the mi*sts* he thru*sts* his fi*sts* again*st* the po*sts*, and *st*ill in*sists* he *s*ees the gho*sts*.

Where wildest *str*eams through tangled fore*sts* *str*ay,
There stealthiest bea*sts* *st*eal forth upon their prey,
And all athirst for blood, the unwary vic*tims* *s*lay.

LESSON XXXIII.

1. Case'ment; *n.* the outside part of a window.

6. Chrys'a-lis; *n.* that from which the butterfly comes

WHAT IS DEATH?

Pronounce correctly and distinctly. Do not say *laughin* for laugh-ing; *casemunt* for case-ment; *chrysslis* for chrys-*a*-lis; *somethin* for some-thing; *wonderin* for won-der-ing; *dyin* for dy-ing.

Child. 1. Mother, how still the baby lies!
I can not hear his breath;
I can not see his laughing eyes;
They tell me this is death.

2. My little work I thought to bring,
And sit down by his bed,
And †pleasantly I tried to sing;
They †hushed me: he is dead!

3. They say that he again will rise,
More †beautiful than now;
That God will bless him in the skies;
O mother, tell me how!

Mother. 4. †Daughter, do you remember, dear,
The cold, dark thing you brought,
And laid upon the casement here?
A †withered worm, you thought.

5. I told you, that †Almighty power
Could break that withered shell;
And show you, in a future hour,
Something would please you well.

6. Look at that chrysalis, my love;
An empty shell it lies;
Now raise your †wondering glance above,
To where yon †insect flies!

Child. 7. O yes, mamma! how very gay
Its wings of starry gold!
And see! it lightly flies away
Beyond my gentle hold.

8. O mother! now I know full well,
If God that worm can change,
And draw it from this broken †cell,
On golden wings to range;

9. How beautiful will brother be
When God shall give him wings,
Above this dying world to flee,
And live with †heavenly things!

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10. Our life is like a summer's day,
It seems so quickly past:
Youth is the morning, bright and gay,
And if 't is spent in wisdom's way,
We meet old age without dismay,
And death is sweet at last.

Exercises.—What is this piece of poetry about? What was this little girl going to do? What did her mother tell her? Will little children be raised from the dead? From what book do we learn this?

ARTICULATION.

Cht.	Broachd,	screechd,	poachd,	coachd,	peachd.
Sht.	Plashd,	slashd,	clashd,	fishd,	fleshd.
Shr.	Shroud,	shrink,	shrunk,	shrewd,	shrivel.

LESSON XXXIV.

1. VA'GRANT; *n.* one who strolls from place to place.
2. E-GYP'TIANS; *n.* those who live in Egypt.
2. DE-SCEND'ANTS; *n.* offspring.
2. CON'QUER-ORS; *n.* those who subdue.
6. AT-TRAC'TION; *n.* power of drawing.
8. EM'I-NENCE; *n.* distinction.

THE STOLEN CHILD AND THE GYPSIES.

1. †GYPSIES are a class of people who have no settled place to live in, but †wander about from spot to spot, and sleep at night in tents or in barns. We have no gypsies in our country,* for here every person can find †employment of some kind, and there is no excuse for idlers and vagrants.

2. But in many parts of Europe the gypsies are very †numerous; and they are often wicked and †troublesome. It is said that they are descendants of the Egyptians,* and have lived a wandering life ever since the year 1517, at which time they refused to submit to the Turks, who were the conquerors of Egypt.

3. Well; I have a short story to tell you about these gypsies. Many years ago, as a boat was putting off, a boy ran along the side of the canal, and desired to be taken in. The master of the boat, however, refused to take him, because he had not quite money enough to pay the usual fare.

* Gypsies are said to have come originally from India. They entered Europe in the 14th or 15th century, and are now scattered over Turkey, Russia, Hungary, Spain, England, etc. They live by theft, fortune-telling, horse-jockeying, tinkering, and the like. There are a very few gypsies in this country.

4. A rich merchant being pleased with the looks of the boy, whom I shall call Albert, and being touched with †compassion toward him, paid the money for him, and †ordered him to be taken on board. The little fellow thanked the merchant for his kindness, and jumped into the boat.

5. Upon talking with him afterward, the merchant found that Albert could readily speak in three or four different †languages. He also learned that the boy had been stolen away, when a child, by a gypsy, and had †rambled ever since, with a gang of these †strollers, up and down several parts of Europe.

6. It †happened that the merchant, whose heart seems to have inclined toward the boy by a secret kind of attraction, had himself lost a child some years before. The parents, after a long search for him, had †concluded that he had been †drowned in one of the canals, with which the country abounds; and the mother was so afflicted at the loss of her son, that she died of grief for him.

7. Upon †comparing all the facts, and †examining the marks by which the child was described when he was first missing, Albert proved to be the long-lost son of the merchant. The lad was well pleased to find a father who was so kind and †generous; while the father was not a little delighted to see a son return to him, whom he had given up for lost.

8. Albert †possessed a quick †understanding, and in time he rose to eminence, and was much †respected for his talents and †knowledge. He is said to have visited, as a public minister, several countries, in which he formerly wandered as a gypsy.

EXERCISES.—What is this lesson about? What are gypsies? Have we gypsies? What feelings did the merchant have toward little Albert? Whom did he prove to be? To whom should they have been grateful for being thus brought together?

LESSON XXXV.

CAU'TIOUS-LY; *adv.* very carefully.
PER'SON-A-BLE; *adj.* good-looking.
BALM'Y; *adj.* soft; mild.
RE-MARK'A-BLY; *adv.* unusually.
IN'STRU-MENTS; *n.* artificial machines for yielding harmonious sounds.
GLO'RI-ED; *v.* boasted of; were proud of.
RE-SIST'ED; *v.* opposed.

THINGS BY THEIR RIGHT NAMES.

REMARK.—Let your manner correspond with the sentiment of what you read. This is especially important in dialogue.

PRONOUNCE correctly. Do not say *lis-ten* for list-*en* (*pro.* lis'n); *pooty* for pret-ty (*pro.* prit-ty); *coshously* for cau-tious-ly; *ketch* for catch.

Charles. Father, this is a good time to tell us some stories. Last winter you used to tell us some, but now we never hear any; we are all here round the fire, quite ready to listen to you. Pray, dear father, let us have a very pretty one.

Father. With all my heart; what shall it be?

C. A bloody murder, father.

F. A bloody murder? Well, then: Once upon a time, some men, dressed all alike—

C. With black crape over their faces?

F. No; they had steel caps on;—having crossed a lark †heath, wound cautiously along the skirts of a deep forest.

C. They were ill-looking fellows, I dare say.

F. I can not say so; on the †contrary, they were tall, personable men, as one will often see; they left on their right hand, an old †ruined tower on the hill—

C. At midnight, just as the clock struck twelve; was it not, father?

F. No, really; it was a fine balmy summer's morning; and they moved forward, one behind another—

C. As still as death, creeping along under the †hedges?

F. On the contrary, they walked remarkably †upright; and so far from †endeavoring to be hushed and still, they made a loud noise as they came along, with several sorts of instruments.

C. But, father, they would be found out †immediately.

F. They did not seem to wish to conceal themselves; on the contrary, they gloried in what they were about. They moved forward, I say, to a large plain, where stood a neat, pretty village, which they set on fire—

C. Set a village on fire? Wicked †wretches!

F. And while it was burning, they †murdered—— twenty thousand men.

C. O fie! father! you do not intend we should †believe this; I thought all along you were making up a tale, as you often do; but you shall not catch me this time. What! they lay still, I suppose, and let these fellows cut their throats?

F. No, truly; they resisted as long as they could.

C. How should these men kill twenty thousand people, pray?

F. Why not? There were thirty thousand of the murderers.

C. O, now, I have found you out! You mean a battle.

F. Indeed I do. I do not know of any murders half so bloody.

EXERCISES.—What is the subject of this dialogue? Why should a battle be called murdering? What is necessary to put a stop to all quarreling?

In the last sentence, which is the pronoun? The verb? The preposition? What does the word *preposition* mean? Why is it so called? What does it govern? See Pinneo's Primary Grammar, Rule 4, page 127.

LESSON XXXVI.

4. STAT'URE; *n.* the size of any one.
8. LEV'EL-ED; *v.* threw down.
8. STREW'ED; *v.* (*pro.* strued or strode), scattered.
10. AB-HOR'; *v.* to dislike much.

THE CHILD'S INQUIRY.

REMARK.—Remember that in reading poetry, there is always danger of forgetting the sense in the rhyme, and therefore of reading, not as if you were expressing some thought or feeling to another mind, but as if you were chanting something to please the ear.

UTTER each sound distinctly. Do not say *hunred* for hundred; *hans* for hands; *chile* for child; *wy* for why.

1. †ALEXANDER lived many hundred years ago. He was king of Macedon, one of the states of Greece. His life was spent in war. He first conquered the other Grecian states, and then Persia, and India, and other †countries one by one, till the whole known world was conquered by him.

2. It is said that he wept, because there were no more worlds for him to conquer. He died, at the age of thirty-three, from drinking too much wine. In †consequence of his great success in war, he was called, "Alexander the *Great*."

3. *Son.* How big was Alexander, Pa,
That people call him great?
Was he, like old Goliah, tall?
His spear a hundred weight?

Was he so large that he could stand
Like some tall steeple high;
And while his feet were on the ground,
His hands could touch the sky?

4. *Fath.* O no, my child: about as large
As I or uncle James.
'T was not his *stature* made him great,
But greatness of his *name.*

5. *Son.* His *name* so great? I know 't is *long,*
But easy quite to spell;
And more than half a year ago,
I knew it very well.

6. *Fath.* I mean, my child, his †*actions* were
So great, he got a name,
That every body speaks with praise,
That tells about his fame.

7. *Son.* Well, what great actions did he do?
I want to know it all.

8 *Fath.* Why, he it was that †conquered Tyre,
And leveled down her wall,
And thousands of her people slew;
And then to Persia went,
And fire and sword, on every side,
Through many a region sent.
A hundred conquered †cities shone
With midnight burnings red;
And strewed o'er many a battle ground,
A thousand soldiers bled.

9. *Son.* Did *killing people* make him great?
Then why was Abdel Young,
Who killed his neighbor, training-day,
Put into jail and hung?
I never heard them call him great.

10. *Fath.* Why, no, 't was not in war;
And him that kills a single man,
His neighbors all abhor.

11. *Son.* Well, then, if I should kill a man,
I'd kill a hundred more;
I should be GREAT, and not get hung,
Like Abdel Young, before.

12. *Fath.* Not so, my child, 't will never do:
The Gospel bids be kind.

13. *Son.* Then they that *kill* and they that *praise*,
The Gospel do not mind.

14. *Fath.* You know, my child, the Bible says
That you must always do
To other people, as you wish
To have them do to you.

15. *Son.* But, Pa´, did Alexander wish
That some strong man would come,
And burn his house, and kill him, too,
And do as he had done´?
And every body calls him GREAT,
For killing people so`!
Well, now, what *right* he had to kill,
I should be glad to know`.
If one should burn the †buildings here,
And kill the folks within´,
Would any body call him great´,
For such a wicked thing´?

EXERCISES.—What was the child's inquiry about Alexander? Who was Alexander? What did he do? How did he die? In what respect was he different from a common murderer?

Which are the emphatic words in this lesson? What words in the last paragraph have the rising inflection? What the falling?

ARTICULATION.

Thd.	Loathd,	seethd,	smoothd,	soothd,	mouthd.
Thz.	Loathes,	seethes,	smooths,	soothes,	mouths.
Thr	Thread,	threat,	thrift,	throttle,	through.

LESSON XXXVII.

1. In-teg′ri-ty; *n.* honesty; uprightness.
1. Re-flect′ed; *v.* considered attentively.
1. Con-vic′tion; *n.* strong belief.
1. Ap-peal′ed; *v.* referred to.
2. As-sails′; *v.* attacks.
9. Bal′anc-ed; *v.* compared; made equal in weight.
9. Con′flict; *n.* struggle.
11. Gruff; *adj.* rough.
15. Temp-ta′tion; *n.* that which has a tendency to induce one to do wrong.
16. Mur′mur-ed; *v.* spoke in a low voice.
16. Light′en-ed; *a.* made cheerful, or lighter.

THE GOLDEN RULE.

Pronounce correctly. Do not say *cunviction* for con-vic-tion; *toward′* for to′ward; *honist* for hon-est; *cummand* for com-mand; *parible* for par-*a*-ble; *convusation* for con-*ver*-sa-tion.

Sound the *g* in such words as *meaning*, *offering*, *testing*, *washing*, &c. See Ex. V, page 26.

1. To act with integrity and good faith, was such a habit with Susan, that she had never before thought of examining the golden rule: "all things ⁺whatsoever ye would that men should do to you, do ye even so to them⁻." But the longer she reflected upon it, the stronger was her conviction, that she did not always obey the precept; at length, she appealed to her mother for its meaning.

2. "It ⁺implies," said her mother, "in the first place′, a ⁺total ⁺destruction of all ⁺selfishness⁻; for a

man who loves himself better than his †neighbors´, can never do to others as he would have others do to him`. We are bound not only to *do´*, but to *feel`* toward others, as we would have others feel toward us. †Remember, it is much †easier to reprove the sin of others, than to †overcome temptation when it assails ourselves.

3. "A man may be perfectly honest, and yet very selfish; but the †command implies something *more* than mere †honesty; it †requires charity as well as integrity. The meaning of the command is fully explained in the †parable of the Good †Samaritan. The †Levite, who passed by the wounded man without offering him †assistance, may have been a man of great honesty; but he did not do unto the poor †stranger as he would have wished others to do unto him."

4. It was not long after this †conversation, that an †opportunity †occurred of trying Susan's principles. One Saturday evening, when she went, as usual, to farmer Thompson's inn, to †receive the price of her mother's washing for the boarders, which †amounted to five dollars, she found the farmer in the stable-yard.

5. He was †apparently in a †terrible rage with some horse-dealers, with whom he had been †bargaining. He held in his hand an open pocket-book, full of bills; and †scarcely †noticing the child as she made her request, except to swear at her, as usual, for †troubling him when he was busy, he handed her a bank-note.

6. Glad to †escape so easily, Susan †hurried out of the gate, and then, pausing to pin the money safely in the folds of her shawl, she †discovered that he had given her *two* bills, instead of one. She looked around; nobody was near to share her discovery; and her first †impulse was joy at the †unexpected prize.

7. "It is mine, *all mine*," said she to herself; "I will buy mother a new †cloak with it, and she can give her old one to sister Mary, and then Mary can go to the Sunday-school with me next winter. I wonder if it will not buy a pair of shoes for brother Tom, too."

8. At that moment she remembered that he must have given it to her by mistake; and therefore she had no right to it. But again the voice of the †tempter whispered, "He *gave* it, and how do you know that he did not intend to make you a present of it? Keep it; he will never know it, even if it should be a mistake; for he had too many such bills in that great pocket-book, to miss one."

9. While this conflict was going on in her mind between good and evil, she was †hurrying †homeward as fast as possible. Yet, before she came in sight of her home, she had †repeatedly balanced the comforts, which the money would †buy, against the sin of †wronging her †neighbor.

10. As she crossed the little bridge, over the narrow creek, before her mother's door, her eye fell upon a †rustic seat, which they had †occupied during the conversation I have before †narrated. Instantly the words of †Scripture, "Whatsoever ye would that men should do to you, do ye even so to them," sounded in her ears like a †trumpet.

11. Turning †suddenly round, as if flying from some unseen peril, the child †hastened along the road with †breathless speed, until she found herself, once more, at farmer Thompson's gate. "What do you want now?" asked the gruff old fellow, as he saw her again at his side.

12. "Sir, you paid me two bills, instead of one," said she, †trembling in every limb. "Two bills? did I? let me see; well, so I did; but did you just find it

out? Why did you not bring it back sooner?" Susan blushed and hung her head.

13. "You wanted to keep it, I suppose," said he. "Well, I am glad your mother was more honest than you, or I should have been five dollars poorer, and none the wiser." "My mother knows nothing about it, sir," said Susan; "I brought it back before I went home."

14. The old man looked at the child, and as he saw the tears rolling down her cheeks, he seemed touched by her distress. Putting his hand in his pocket, he drew out a shilling, and offered it to her.

15. "No, sir, I thank you," †sobbed she; "I do not want to be *paid* for doing right; I only wish you would not think me dishonest, for, indeed, it was a *sore* temptation. O! sir, if you had ever seen those you love best, wanting the common comforts of life, you would know how *hard* it is for us always to do unto others as we would have others do unto us."

16. The heart of the selfish man was touched. "There be things which are little upon the earth, but they are †*exceeding wise*," †murmured he, as he bade the little girl good-night, and entered his house a sadder, and, it is to be hoped, a better man. Susan returned to her humble home with a †lightened heart, and through the course of a long and useful life, she *never* forgot her first temptation.

EXERCISES.—What is the golden rule? What does it imply? Relate the story about Susan. What strengthened her to resist the temptation?

EXERCISES ON THE VOCALS.

Give special attention to the enunciation of the sounds of the italicised letters.

1

a, as in fate.—St*a*y, matron, st*a*y, the voice obe*y*! H*a*il the f*a*me of the patriot's n*a*me. The n*ei*ghbor p*ai*nted the *a*ncient sl*ei*gh. He s*ai*led aw*a*y at br*ea*k of d*a*y.

LESSON XXXVIII.

1. Re-venge′; *n.* return for injury.
2. Sup′ple; *adj.* flexible.
3. Ac′ci-dent; *n.* any thing that happens without being foreseen.
7. Con-tempt′; *n.* scorn; disdain.
7. In-flict; *v.* to lay on; to apply.
8. Hov′er-ing; *v.* hanging over or about.
9. Ex-cess′; *n.* what is above measure.
9. Ag′o-ny; *n.* very great pain of body.
10. A-bil′i-ty; *n.* power.
12. Un-mer′it-ed; *adj.* not deserved.
12. Venge′ance; *n.* return for an injury.
12. Im-pos′si-ble; *adj.* that can not be.

THE NOBLEST REVENGE.

Utter each letter *distinctly.* Do not say *heart'ly* for heart-*i*-ly; *count'nance* for coun-*te*-nance; *nat'ral* for nat-*u*-ral; *prop'ly* for prop-*er*-ly; *ax-dent* for ac-*ci*-dent; *huv'rin* for hov-*er*-ing; *zac'ly* for *ex-act*-ly; *unluck'ly* for un-luck-*i*-ly; *diffrent* for dif-fer-ent; *abil'ty* for a-bil-*i*-ty; *carr'in* for car-*ry*-ing; *impos'ble* for im-pos-*si*-ble. See Ex. on E, I, O, U, pages 24 and 25.

1. "I will have revenge on him, that I will, and make him †heartily repent it," said Philip to himself, with a †countenance quite red with anger. His mind was so †engaged, that he did not see Stephen, who †happened at that instant to meet him.

2. "Who is that," said Stephen, "on whom you intend to be revenged?" Philip, as if †awakened from a dream, †stopped short, and looking at his friend, soon resumed a smile that was natural to his countenance. "Ah," said he, "you †remember my supple-jack, a very pretty cane which was given me by my father, do you not? Look! there it is in pieces. It was farmer †Robinson's son, who reduced it to this †worthless state."

3. Stephen very †coolly asked him, what had induced young Robinson to break it. "I was walking †peaceably along," replied he, "and was playing with my cane by twisting it round my body. By accident, one of the ends †slipped out of my hand, when I was opposite the gate, just by the wooden bridge, where the ill-natured fellow had put down a †pitcher of water, which he was taking home from the well.

4. "It so happened that my cane, in springing back, upset the pitcher, but did not break it. He came up close to me, and began to call me names, when I †assured him, that what I had done had happened by accident, and that I was sorry for it. Without †regarding what I said, he instantly seized my cane, and †twisted it, as you see; but I will make him repent of it."

5. "To be sure," said Stephen, "he is a very wicked boy, and is already very properly punished for being such, since nobody likes him, or will have anything to do with him. He can scarcely find a †companion to play with him; and is often at a loss for †amusement, as he deserves to be. This, properly considered, I think will appear †sufficient revenge for you."

6. "All this is true," replied Philip, "but he has broken my cane. It was a present from my father, and a very pretty cane it was. I offered to fill his pitcher for him again, as I †knocked it down by accident. I will be revenged."

7. "Now, Philip," said Stephen, "I think you will act better in not minding him, as your contempt will be the best †punishment you can inflict upon him. Be assured, he will always be able to do more †mischief to you than you choose to do to him. And, now I think of it, I will tell you what happened to him not long since.

8. "Very †unluckily for him, he chanced to see a bee hovering about a flower, which he †caught, and was going to pull off its wings out of sport, when the animal stung him, and flew away in safety to the hive. The pain put him into a †furious †passion, and, like you, he vowed revenge. He †accordingly †procured a stick, and thrust it into the bee-hive.

9. "In an instant, the whole swarm flew out, and †alighting upon him, stung him in a hundred †different places. He †uttered the most †piercing cries, and rolled upon the ground in the excess of his agony. His father †immediately ran to him, but could not put the bees to †flight, until they had stung him so †severely, that he was †confined several days to his bed.

10. "Thus, you see, he was not very †successful in his pursuit of revenge. I would advise you, therefore, to pass over his insult. He is a wicked boy, and much stronger than you; so that your ability to obtain this revenge may be doubtful."

11. "I must own," replied Philip, "that your advice seems very good. So come along with me, and I will tell my father the whole matter, and I think he will not be angry with me." They went, and Philip told his father what had happened. He thanked Stephen for the good advice he had given his son, and gave Philip another cane, exactly like the first.

12. A few days afterward, Philip saw this ill-natured boy fall, as he was carrying home a heavy log of wood, which he could not lift up again. Philip ran to him, and helped him to replace it on his shoulder. Young Robinson was quite ashamed at the thought of this unmerited kindness, and heartily repented of his †behavior. Philip went home quite †satisfied. "This," said he, "is the noblest vengeance I could take, in

returning good for evil. It is impossible I should repent of it."

EXERCISES.—What did Philip relate to Stephen? What did Stephen tell him about the ill-natured boy, and what did he advise him to do? In what way did Philip follow his advice? How did he feel, and how did young Robinson feel, after he had returned good for evil? What is revenge? Is it right to take revenge on those who insult or injure us? What is the best and only kind of vengeance we should take?

In the last sentence, what two verbs are there? What pronouns? What adjective? What preposition? What is a pronoun? An adjective? A preposition? A verb?

LESSON XXXIX.

1. WOOD'MAN; *n.* one who cuts down trees.
1. TWI'LIGHT; *n.* light after sunset and before sunrise.
2. CLEAM'ING; *n.* sudden shooting of light.
3. YEARN'ING; *adj.* longing.
4. SCORCH'ING; *adj.* burning.

EVENING HYMN.

PRONOUNCE correctly and distinctly. Do not say *woodmun's* for wood-man's; *whisperin* for whis-per-ing; *heavun* for heav-en (*pro.* heav'n); *evenin* for even-ing; *pleasunt* for pleas-ant; *freshniss* for fresh-ness; *beyund* for be-yond.

1. COME to the sunset tree,
The day is past and gone`;
The woodman's ax lies free,
And the reaper's work is done`;
The twilight star to heaven,
And the summer dew to flowers,
And rest to us is given´,
By the soft evening hours`.

2. Sweet is the hour of rest,
Pleasant the woods' low sigh,
And the gleaming of the west,
And the turf whereon we lie,
When the burden and the heat
Of the laborer's task is o'er,
And kindly voices greet
The tired one at the door.

3. Yes, tuneful is the sound
That dwells in whispering boughs:
Welcome the †freshness round,
And the gale that fans our brows;
But rest more sweet and still
Than ever the night-fall gave,
Our yearning hearts shall fill,
In the world beyond the grave.

4. There, shall no tempests blow˙,
Nor scorching noontide heat;
There, shall be no more snow,
No weary, †wandering feet˙;
So we lift our trusting eyes
From the hills our fathers trod˙,
To the quiet of the skies,
To the †Sabbath of our God˙.

EXERCISES.—In what words are the inflections marked? State which are *rising* and which *falling*.

ARTICULATION.

Ngz. Sings, things, wings, flings, stings, gongs.
Ngd. Wingd, twangd, clangd, throngd, bungd, hangd.
Nks. Thinks, drinks, shrinks, blinks, thanks, banks.

LESSON XL.

LETTER I.

1. Op-por-tu'ni-ty; *n.* convenient means.
2. Fa'vor-ite; *n.* any thing particularly loved.
5. Cab'in-et; *n.* a place where choice or curious things are laid up.

LETTER II.

1. Con-vey'ed; *v.* imparted; communicated.
3. Id'i-ot; *n.* a natural fool.
4. De-cid'ed; *v.* determined on any thing.
4. Con-ge'ni-al; *adj.* adapted

LETTER III.

2. Quiz'zed; *v.* ridiculed.
3. Am-bi'tious; *adj.* desiring distinction.
5. Cu-ri-os'i-ties; *n.* uncommon things.
8. Tiers; *n.* rows; ranks.

CONSEQUENCES OF BAD SPELLING.

Require the pupils to find the errors in this lesson.

LETTER I.—*Miss Emma Walford to her Aunt.*

1. My Dear Aunt:—I take the opportunity of sending a letter by Mr. Green, to let you see †whether I am improved in my writing, as I wrote you about this time last year; and to tell you that I hope you will come to see us soon, as I have so many things to shew you. I have been to see a real play since I saw you; I never †laughed so much in all my life; it was so curious to see so many people all in tears, one above another!

2. As the weather is so fine, mamma allows me to have a great deal of †thyme in my garden, which, you know, is very nice. You will be sorry to hear that the old ewe is dead, as it was a great favorite of yours; and all our furs have been destroyed by †lightning.

3. William's paths are all spoiled again; but he has

such a bad gait; it always will be so till he can mend it. It is so long since we have seen our cousins, that we are afraid they are ill: papa means to send George, to-morrow, to sea. It is so warm, that I am writing out of doors, close by the beach, with a large plain before me; George has just got a nice plaice, as well as myself; I am very bizzy making nets, as we are going to have a sail to-morrow; I wish you were here.

4. It is my birthday; papa has brought me down a beau; he says I am now quite old enough to have a beau, as I can be trusted; and I am to have my hair dressed to-day. I have had several presents, and one is the nicest little deer in the world; I long to buy a fine cage for it.

5. I am very much †obliged to you for the globes you were kind enough to promise me. William gave me a small pair, to-day; he has been learning to shoot with a gun, and he was near laming himself for life, for he stuffed his toe in so tight, he could not get it out, and papa was afraid the gun would burst. George rowed over to uncle John's yesterday, and he gave him two new oars to bring home, which he gave me for a birthday present, and I have put them into my little cedar-wood box, in my Indian cabinet.

6. I have found such a pretty vale lately. I long to show it to you; it is exactly like a French vale.

From your †affectionate †Niece.

EMMA WALFORD.

P. S. Mamma desires me to say, that although she has not seen my letter, she told me how to spell all the long, hard words. I must leave off; what a trouble these aunts are! I can not get rid of them.

LETTER II.—*Mrs. Wilson to her Niece.*

1. My Dear Niece:—Your letter surprised me †exceedingly, as it conveyed much information for

which I was not in the least prepared. Your being at the *sea-side,* will deter me from visiting your mamma at present, as I am not able to take so long a journey; and as you are anxious to "*get rid of your aunts,*" (which I really believe you had no intention of writing down in your letter), I will not "*trouble*" you with my company; but will visit your mamma when *you* are from home.

2. I do not †imagine I should like your garden very much, as I think that *thyme* is very fit for a kitchen garden. I do not remember that I ever admired your old *ewe*; I used to prefer your little lambs; and I never knew before that lightning injured *furs:* I thought that moths were their only †enemies. I can not agree with your papa, that you require a *beau;* surely your kind brothers, who are older than yourself, can walk out with you, and take care of you.

3. I can not guess why William should stuff his *toe* into the barrel of his gun; 't is more like the act of an idiot than of a sensible boy like him; but I am still more puzzled to know how George could *row* all the way to his uncle's, as there is no water within some miles of Otley Park; nor how you can get a pair of *oars* into your little India cabinet.

4. I shall be glad to see the pretty valley you have discovered, but as you have never been in France, how do you know it is like a French *vale?* I am truly sorry your father has decided on sending George to *sea,* as his original plan, of sending him to study for the Church, seemed so congenial to his mind and character.

5. I am surprised that your mamma should think it right to have your *hair* dressed, as your own natural curls are far better than curls made with hot irons. I think that the little *deer* that has been given you, would be much happier in your uncle's park than in

a cage; it will look like a wild beast at Exeter 'Change.

6. William must be very †clumsy, to walk in such a manner as to destroy his own garden walks. I do not approve of †visiting theaters. If the play you saw was so †affecting as to excite every one to *tears*, you must have appeared very silly to be laughing all the time. Was not your seat on the *beach* very hot for want of shade? I can not †conceive how you could attempt to write a letter, and catch fish at the same time!

7. I should enjoy a *sail* very much, if I were not considered *troublesome*. I hope the boys will catch plenty of fish in your nets. As William has given you a *pair* of globes, I have just sent off those I intended for you to your cousin Caroline, who, I am sure, will be very glad of them, as she has not even a *small pair*.

Believe me, your affectionate aunt,

ELIZABETH WILSON.

To Teachers.—It is an excellent plan for the teacher to require each member of the class to *write* upon a *slate*, or *paper*, such words as he may give out from the Reading Lesson, directing a mutual exchange of slates for correction. This impresses upon the mind the *appearance* as well as the *sound* of words, and will form a useful auxiliary to the Spelling-book; though there can be no *substitute* for that *indispensable drill*.

LETTER III.—*Mrs. Walford to Mrs. Wilson.*

The Glebe: St. Albans.

1. Emma has been in despair, my dear sister, ever since the receipt of your letter; she begs me, as soon as possible, to clear up the mistakes which, in her extreme ignorance, she has †committed. In the first place, she is very anxious that I should tell you how much she loves all her †*aunts*, and you the most of all.

2. Had you not returned Emma's letter, your answer would not have been understood. The boys have been much amused, and have, to use their own expression, "quizzed her most †unmercifully;" but, at the least hint from me, I know they will †desist.

3. Naturally ambitious, and a little vain, Emma has always †considered English spelling as a tiresome task; there was no praise, no honor, no glory, in †spelling well; it was a matter of course, and though it was a †disgrace to spell ill, it was no merit to spell well.

4. She now feels the importance of it; and as soon as I see that she is diligent in learning the "long, dull column of spelling," the subject of the unfortunate letter shall be dropped.

5. She begs me to tell you, that when the weather is fine, I allow her a great portion of †*time* to work in her garden; that your favorite †*yew*-tree is dead; and that our †*firs* were destroyed in the last storm; that her papa brought her down a †*bow* and arrows; that William †stuffed too much †*tow* into his gun; that he †*rode* over to Otley Park on his †pony, and brought back two pretty †specimens of †copper *ore*, which he kindly gave to her to put among her curiosities.

6. She found a †*veil* in the road the other day, which, on †comparing with mine, she pronounces to be a French *veil*. George went to *see* his cousins; their absence was †occasioned by their having some friends staying with them.

7. Philip Ainsworth sent us a †*hare;* as it was near Emma's birthday, he begged it might be a present to her; Emma's "little *deer*" is a canary; all her pets are †*dear* in her eyes; she thought she had a nice †*place* under the †*beech* on a bank, but as she was †troubled with the †*ants*, she was obliged to leave it; she has been making nets to cover pictures for a *sale* in the neighborhood, for some †charity.

8. Her loss of the globes is a great †disappointment; her present from William was a little ivory †*pear*, containing seven others, and in the last a small set of tea-things; an ingenious toy. She was much entertained at the theater, and was astonished at the †*tiers* of heads in the pit and boxes, as she had never before seen so many people †assembled.

9. Now you find that we are at home, I hope you will not delay coming, to give Emma the kiss of forgiveness, and the pleasure of your company to

Your affectionate Sister,

EMILY WALFORD.

P. S. A partial mother finds excuses for her children, when no other person can; but although Emma was eight years old on Thursday, you know how much her delicate health has interfered with her studies.

EXERCISES.—Why did Emma's mother write to Mrs. Wilson? How had Emma's letter affected the boys? What had Emma regarded as tiresome? Should you not think it better to learn to spell, than to be laughed at for blunders?

LESSON XLI.

1. DOC'ILE; *adj.* ready to learn.
2. VEN'ER-A-BLE; *adj.* aged.
2. GAL'LANT-LY; *adv.* bravely.
3. RUG'GED; *adj.* rough.
3. GA-ZELLE'; *n.* a species of antelope
4. CIR'CUIT; *n.* movement around.

THE BEN LOMOND HORSE.

PRONOUNCE correctly and distinctly. Do not say *harniss* for har-ness; plow-*mun* for plow-man; *dis'peared* for dis-*ap*-peared; *tention* for *at*-ten-tion.

1. THE horse I am going to tell you about, was the property of a lady who lived on the banks of the Loch Lomond, a †beautiful lake in Scotland. Her

servant bought him at a fair in Stirling, and brought him home. He was a very young, strong animal, and appeared quite docile, till they attempted to †harness him to the plow.

2. No sooner was he yoked by the side of old Dobs, a venerable animal of his own †species, whose freaks and frolics were long past, than he began to kick, and rear, and plunge; and at last set off, dragging †plow, †plowman, Dobs, and all, at his heels. Luckily, the harness broke, and finding himself at liberty, he cut several capers, and then setting off with great speed, made for the lake, into which he jumped, and swam most gallantly.

3. Instead of landing on one of the †islands of the lake, he made †straight for the mountain, called Ben Lomond, which stood on the opposite shore. No sooner did he reach this, than after one hearty shake of his wet hide, he began to climb the rugged mountain, which was so steep that no human being could

ascend it. But on he went, jumping from one height to another, like a gazelle.

4. As soon as he had †disappeared over the summit, the lady desired the plowman to get ready, and start for the other side of the hill, and endeavor to learn something of the runaway. He did so, but had to make a circuit of nine miles before he reached the part of the hill on the other side, where he thought it likely the animal had passed down.

5. In vain, however, he inquired at every house he came to, and of every one he met. No one had seen the horse. Night came on, and the plowman had to seek †shelter for himself, very sad at hearing no news from the runaway. The next morning he †renewed his search, but, for some time, in vain.

6. However, as he came near the lake of Monteith, his †attention was †attracted by the †joyful, mirthful shouts of some children in the barn-yard of a very humble cottage which he was passing.

7. He leaned over the wall, and to his great wonder, saw the object of his search`—the very horse`, surrounded by a group of half-clad little †Highlanders, of all ages, from three years to fourteen`; each of whom was trying to see, who should show most marks of childish love toward the animal. The horse, gentle as a lamb´, †licked them, and †fondled them with his head, like an affectionate dog.

EXERCISES.—Where is Scotland? How did the lady get the horse? What was the disposition of the horse? How did he behave when put to work? Where was the horse found at last? What is a gazelle? Who are the Highlanders? Where is Ben Lomond? Loch Lomond?

What inflections in the last paragraph? Which are the *nouns*, *adjectives*, and *pronouns* in the last sentence? What *conjunction* in that sentence? What is a *conjunction?* See Pinneo's Primary Grammar, page 32, Art. 44.

LESSON XLII.

2. Toil´ed; *v.* labored hard.
3. Grat´i-tude; *n.* thankfulness.
4. Re-quite´; *v.* to reward.
3. Heath; *n.* a place full of shrubs.
5. Grudge; *v.* to envy.
6. Range; *v.* to rove about.

THE OLD HORSE.

Utter each consonant distinctly in the following words: *children, strong, protect, gratitude, merits, play-ground, comfort, shortest, across, best.*

1. No, children, he shall not be sold`;
   Go, lead him home, and dry your tears`;
   'T is true, he 's blind, and lame, and old´,
   But he has served us twenty years`.

2. Well has he served us; gentle, strong,
   And willing, through life's varied stage;
   And having toiled for us so long,
   We will protect him in his age.

3. Our debt of gratitude to pay´,
   His faithful merits to requite,
   His play-ground be the heath by day ,
   A shed shall shelter him at night`.

4. In comfort he shall end his days`;
   And when I must to market go´,
   I 'll cut across the shortest ways,
   And set out earlier home, you know.

5. A life of labor was his lot;
   He always tried to do his best;
   Poor fellow, now we 'll grudge thee not
   A little liberty and rest.

6. Go`, then, old friend´; thy future fate
To range the heath, from harness free,
And just below the cottage-gate,
I'll go and build a shed for thee.

7. And there we'll feed and tend thee well,
And with these comforts we'll engage,
No other horse shall ever tell,
Of a more happy, green old age`.

EXERCISES.—What did the father say to his children about the horse? What did he promise them he would do for him in his old age? Where are rising inflections in the lesson? Where falling inflections?

ARTICULATION.

NOTE.—Combinations composed of *two* elementary sounds having been thus far given for practice, the following exercises will contain principally combinations of *three*, *four*, and *five* elements. This progressive plan has been adopted, because in this way the development of the organs will be better secured, and the habit of distinct articulation more easily acquired.

OBSERVE that *e* in blabbed, gabbles, &c., is omitted.

Bz,	bst.	Bl^{2}abs,	bl^{2}abst:	thr^{2}obs,	thr^{2}obst.
Bd,	bdst.	Bl^{2}abbd,	bl^{2}abbdst:	thr^{2}obbd,	thr^{2}obbst.
Blz,	blst.	G^{2}abbls,	g^{2}abblst:	q^{2}uibbls,	q^{2}uibblst.
Bld,	bldst.	G^{2}abbld,	g^{2}abbldst:	q^{2}uibbld,	q^{2}uibbldst.

EXERCISES ON THE VOCALS.

Pronounce each word distinctly; then give a clear enunciation of the sounds of the italicised letters.

^{2}**a**, as in fat.—The c*a*mel h*a*s tr*a*veled o'er the s*a*nds. The m*a*dman h*a*d *a* pl*a*id h*a*t. He b*a*de him st*a*nd by the c*a*nnon. I f*a*ncy the b*a*t h*a*d fl*a*pped his wings.

^{3}**a**, as in far.—The f*a*r-off' st*a*r gives h*ea*rt to the g*ua*rd. No al*a*rm h*a*unts the f*a*ther's h*ea*rth. Nothing d*a*unted, his *a*unt charged into the h*a*unted house.

LESSON XLIII.

4. Cul'ti-va-ting; *v.* cherishing; encouraging.
5. Un-pop'u-lar; *adj.* not pleasing others.
6. Com-pan'ions; *n.* those who keep company with any one.
7. Sac'ri-fic-es; *n.* things given up to oblige others.
7. Pro-mote'; *v.* advance; forward.
10. Suf'fer-ing; *v.* undergoing pain.
11. Gen-er-os'i-ty; *n.* kindness; nobleness of soul.
15. In-fal'li-ble; *adj.* certain; that can not fail.
16. Man'i-fest; *v.* to show plainly.
16. In'ter-course; *n.* communication; mutual dealings.

THE WAY TO BE HAPPY.

Remark.—In reading, be careful to avoid holding your book directly in front of your face, for this obstructs the free passage of the voice.

Pronounce correctly. Do not say *unpopilar* for un-pop-*u*-lar; sac-ri-*fis*-es nor *sa*-cri-*fis*-es for *sac*-ri-*fi*-ces; *misforten* for mis-fort-*une*; *yer* for *your*, as, all in *your* power, not, all in *yer* power.

1. Every child must observe, how much more happy and beloved some children are than others. There are some children you always love to be with. They are happy themselves, and they make you happy.

2. There are others, whom you always avoid. They seem to have no friends. No person can be happy without friends. The heart is formed for love, and can not be happy without it.

3. "'T is not in titles nor in rank,
'T is not in wealth like London bank',
To make us truly blest\.
If happiness have not her seat
And center in the breast\,
We may be wise, or rich, or great',
But *never* can be blest\."

4. But you can not receive affection, unless you will also give it. You can not find others to love you, unless you will also love them. Love is only to be †obtained by giving love in return. Hence the †importance of cultivating a good †disposition. You can not be happy without it.

5. I have sometimes heard a girl say, "I know that I am very unpopular at school." Now, this plainly shows that she is not amiable.

6. If your companions do not love you, it is your own fault. They can not help loving you, if you will be kind and friendly. If you are not loved, it is a good proof that you do not †*deserve* to be loved. It is true, that a sense of duty may, at times, render it †necessary for you to do that which will displease your companions.

7. But if it is seen that you have a noble spirit; that you are above †selfishness; that you are willing to make †sacrifices to promote the happiness of others, you will never be in want of friends.

8. You must not regard it as your *misfortune*, that others do not love you, but your *fault*. It is not †*beauty*, it is not †*wealth*, that will give you friends. Your heart must glow with *kindness*, if you would †attract to yourself the esteem and affection of those around you.

9. You are little aware how much the happiness of your whole life †depends upon the cultivation of a good disposition. If you will adopt the †resolution, that you will †confer †favors whenever you can, you will certainly be surrounded by ardent friends. Begin upon this †principle in †childhood, and act upon it through life, and you will make yourself happy, and promote the happiness of all within your influence.

10. You go to school on a cold, winter morning. A bright fire is †blazing upon the hearth, surrounded with

boys struggling to get near it to warm themselves. After you are slightly warmed, a †school-mate comes in, suffering with cold. "Here, James," you pleasantly call out to him, "I am almost warm; you may have my place."

11. As you slip aside to allow him to take your place at the fire, will he not feel that you are kind? The worst boy in the world can not help †admiring such generosity. And even though he be so ungrateful as not to return the favor, you may depend upon it, that he will be your friend, as far as he is capable of friendship. If you will always act upon this principle, you will never want for friends.

12. Suppose, some day, you were out with your †companions playing ball. After you had been playing for some time, another boy comes along. He can not be †chosen upon †either side, for there is no one to match him. "Henry," you say, "you may take my place a little while, and I will rest."

13. You throw yourself down upon the grass, while Henry, fresh and †vigorous, takes your bat and †engages in the game. He knows that you gave up to oblige him; and how can he help liking you for it? The fact is, that neither man nor child can cultivate such a spirit of generosity and kindness without attracting affection and esteem.

14. Look and see which of your companions have the most friends, and you will find that they are those who have this noble spirit; who are willing to deny themselves, that they may make others happy. There is but one way to make friends; and that is, by being friendly to others.

15. Perhaps some child who reads this, feels †conscious of being disliked, and yet desires to have the affection of his companions. You ask me what you shall do. I will tell you. I will give you an infallible

rule:—*Do all in your power to make others happy.* Be willing to make sacrifices, that you may promote the happiness of others.

16. This is the way to make friends, and the *only* way. When you are playing with your brothers and sisters at home, be always ready to give them more than their share of †privileges. Manifest an obliging disposition, and they can not but regard you with affection. In all your intercourse with others, at home or abroad, let these feelings †influence you, and you will receive a rich reward.

EXERCISES.—How can we secure the love and esteem of our companions? What mark is that placed before the T, in the word "'Tis" in the first line of the poetry? What does it show?

What adjective is repeated three times in the first paragraph? What noun is repeated three times? How many verbs are there in the same paragraph? What is a verb? What does the word *verb* mean? Why is it so called? See Pinneo's Primary Grammar, page 23, Art. 27.

ARTICULATION.

Dz,	dst.	F^{1}eeds,	f^{1}eedst:	up^{1}holds,	up^{1}holdst.
Dth,	dths.	W^{2}idth,	w^{2}idths:	br^{2}eadth,	br^{2}eadths.
Dlz,	dlst.	H^{2}uddls,	h^{2}uddlst:	br^{1}idls,	br^{1}idlst.
Dld,	dldst.	H^{2}uddld,	h^{2}uddldst:	br^{1}idld,	br^{1}idldst.

TO TEACHERS.—PINNEO'S PRIMARY GRAMMAR, referred to above, is a complete work for Common Schools, and is published in a neat, substantial, and cheap form.

EXERCISES ON THE VOCALS.

Give a clear, exact, and repeated enunciation of the vocal elements in italics.

^{4}**a**, as in *f*all; and ^{3}**o**, as in n*o*r.—The t*a*ll f*o*rm of the l*aw*yer aids the c*au*se. The *au*gust *au*thor *a*lways speaks of *A*urora, d*au*ghter of the d*aw*n. The b*a*uble f*a*lls from her p*a*lsied form.

LESSON XLIV.

1. CEIL'ING, *n.* the inner covering of the top of a room.
4. PHI-LOS'O-PHY; *n.* explanation of causes.
6. EX-PLA-NA'TION; *n.* the act of making plain.
7. MI'CRO-SCOPE; *n.* an instrument which magnifies.
8. MOOD'Y; *adj.* disappointed.
8. PE-DES'TRI-AN; *n.* one who goes on foot.
9. EX-PER'I-MENT; *n.* trial.
10. HER'CU-LES; *n.* a hero of the ancients.
11. CON'JUR-ER; *n.* one who deals in magic.
14. HUR'RI-CANE; *n.* a violent wind.
16. CREV'ICE; *n.* a crack; an opening.
16. SUB'TILE; *adj.* fine; thin.
19. VAC'U-UM; *n.* an empty space.
23. EX-CLUDE'; *v.* to shut out.
25. EX-TRACT'; *v.* to take away.
27. FO'CUS; *n.* point in which the rays meet.
31. POL'ISH-ED; *adj.* made smooth and glossy.

HOW A FLY WALKS ON THE CEILING.

REMARK.—Endeavor always to adapt your mode of reading to the subject and the style of writing.

UTTER each letter distinctly. Do not say *ph'los'phy* for philos-o-phy; *libr'y* for li-bra-ry; *count'nance* for coun-te-nance; *dif'cult* for dif-fi-cult; *rend'ring* for ren-der-ing. See Exercises on the vowels, pages 24, 25.

1. "PAPA, will you †explain to us the means by which †flies are ˋable to †ascend a †pane of glass, and walk with ease along the ceiling of the room? You know you told us the other day you would do so."

2. "Well, Harriet, I will try; though I am not sure that I shall be able to make you †understand me."

3. "O, never fear that," exclaimed Harriet and her two little brothers at the same time; "we can surely understand how a fly walks; it must be very simple."

4. "Certainly, very simple, but it †requires some knowledge of philosophy."

5. "O, if the walking of a fly or †mosquito is at all connected with philosophy, I assure you I shall want to know nothing about it, for I hate philosophy, it is such dry stuff."

6. "Papa, never mind my sister," said William. "James and I want very much to understand, and Harriet need not stay to hear the explanation, if she does not wish to."

7. "Well, my boys, come to the library. I have just †arranged my †solar microscope, to show you the foot and the leg of a fly, and some other curious things. I have likewise my air-pump ready, which will help to explain what you want to know."

8. Harriet looked a little disappointed, and wished that she had not spoken so †decidedly against philosophy, for she was very fond of seeing, and only †disliked the labor of †studying. Her papa, observing the †moody †expression of her †lively †countenance, said, "I wish you, William, to try and †persuade your sister to overcome so much of her dislike to philosophy, for the present, as to go with us to the library." William had no difficult task to perform, and in a minute they were all seated in the library, eager to hear all that could be said about the little pedestrian.

9. The father began: "My children, the fly, every time he moves his foot, †performs an experiment similar in every †respect, to that which I now show you, by moving the †handle of the air-pump. You †perceive that this glass vessel, which is put on this brass plate, now sticks so firmly to it, that I am unable to force it away."

10 "How wonderful!" exclaimed Harriet. "It is as fast to the plate, as the friend of Hercules that I read about the other day, was to the stone on which he sat, in the regions of Pluto."

11. "How is this done, father? It looks like some

conjurer's trick. I see nothing †pressing upon the glass to cause it to stick so fast."

12. "Though you can not see it, I assure you there is something pressing very hard all around it, and that is the air."

13. "You astonish me. Has the air weight? I never heard of that before. I shall never say again, 'as light as air.'"

14. "But you have heard of hurricanes sweeping away †forests and houses, and †rendering the †countries over which they passed, a wilderness; and, in truth, they are almost as much to be †dreaded as †earthquakes, and a hurricane is only air put in motion."

15. "I have been very stupid not to find out that air has †weight. But how is it that we do not feel it, papa?" "To be sure," continued Harriet, "if it is so heavy it would pin us to the earth, and then we should be in a pretty condition, I think. How will you answer that, papa?"

16. "I have had a more †puzzling question to answer, I assure you. The air is a very subtile fluid, and finds its way into every crevice; and one of its †properties is, that it presses †equally in all †directions; up, and down, and sideways, with equal force. We only perceive its weight, when we remove the air from one side of a body, so as to cause the whole weight to be upon the other.

17. "From this glass vessel I †withdrew the air that was in the inside of it, and which pressed it upward with a force exactly equal to that with which the air above pressed downward, and then the whole weight of the air pressing in one direction, kept it firmly †attached to the brass plate."

18. "How beautiful," cried William, "I shall never breathe the air again without thinking of this."

19. "I will take off this vessel and put this one on,

which is open at both ends. Now put your hand, Harriet, on the upper end, and I will cause a slight vacuum to take place, so that you may feel the pressure."

20. "Stop, father, you will crush my hand to pieces, if you move that handle another time. Do look at my hand, William; the †gripe of a †giant would be nothing to that."

21. William tried the experiment himself. "How †heavy is the air, papa? I should like to know that."

22. "It is very heavy. It presses upon the surface of all †bodies near the level of the †ocean, with a force equal to fifteen pounds on every square inch.

23. "But I will perform another experiment, showing the pressure of the air. I place this glass vessel, which is open at both ends, on the plate of the air-pump; on the top of it I place the piece of glass, which is so closely fitted as to exclude the air. I now withdraw the air from under it."

24. "What a crash, father," exclaimed William and Harriet at the same instant, as the glass was †shivered to pieces by the weight of the air.

25. "I think you can now understand that if a fly has the power to extract the air from his feet as he moves along, the pressure of the air is enough to hold him fast to any †surface, however †smooth."

26. "If the fly can do that, he is more of a philosopher than I took him to be," said William. "But I am anxious to see how the little fellow does it."

27. "Here is the leg of a common fly, that I have placed in the microscope, which I bring to the proper focus. It is now so much magnified, that we can examine its various parts with ease."

28. "What a strange looking thing it is, and so large! my arm is nothing to it. How I should like to see an †elephant put into a microscope."

29. "What an idea, Harriet! Why, it would appear as large as one of the Alps," exclaimed William.

30. "We only use microscopes to examine bodies that are too †delicate for the eye. But you will observe that the leg is †hollow, for there is a line of light †running up the middle of it. At the foot, you can †distinctly †observe a kind of flap, to which are †attached two points, one in front, and the other behind By moving these, the fly can extend or †contract the flap just as he pleases.

31. "When Mr. Fly, then, wishes to pay a visit to a †distinguished †acquaintance, or to move with dignity, without the trouble of raising himself in the air, he †stretches out these points, †tightens the flap, draws the air from under it, and moves along the polished surface of the glass, with as much ease and †security as you can on the broad †gravel-walk in the garden."

32. "How †delightful! How beautiful! How ingenious!" they all exclaimed at once. "I shall never see a fly again without †interest."

EXERCISES.—What is the subject of this lesson? What experiment does the fly perform with his foot? What is philosophy? Is it important that children should possess philosophical knowledge? Has air weight? What is an air-pump? Of what use are microscopes? Do you not think there is pleasure as well as profit in studying philosophy?

Will you name the nouns in the 14th paragraph, which are in the *plural number?* Those in the 16th paragraph, which are in the *singular number?* How is the plural of nouns generally formed? See Pinneo's Primary Grammar, page 45, Art. 83.

EXERCISES ON THE VOCALS.

Observe that the element $\dot{a}$ in *was* represents the same sound as $\dot{o}$ in *not*.

a, as in was; and **o,** as in not.—Was not Washington prompt to foster liberty? What watch holds to-night? The docile swan got washed from the water of the fountain. The robber's nod stopped the wanton riot.

LESSON XLV.

1. Mut'ter-ing; *adj.* murmuring; rumbling.
3. Un-con'scious; *adj.* not knowing; not perceiving.
5. Clus'ter; *n.* a bunch.
7. Flit'ting; *v.* moving about in a lively manner.
7. Vest'ure; *n.* clothing, covering.
9. Mon'i-tor; *n.* one who warns of faults.
9. Theme; *n.* subject.
9. Or'a-cle; *n.* a wise sentence or decision.

THE WINTER-KING.

Remark.—In this lesson, there is a pause at the end of every line. In pieces where this is not the case, however, beware of attempting to *make* the rhymes jingle by improper stops.

Pronounce correctly. Do not say *wandud* for wan-der'd; *vester* for vest-ure; *delikit* for del-i-cate.

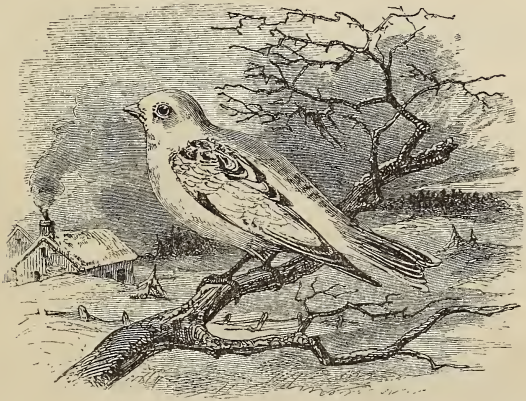
1. Oh! what will become of thee, poor little bird?
   The muttering storm in the distance is heard;
   The rough winds are waking, the clouds growing black,
   They'll soon scatter snow-flakes all over thy back!
   From what sunny clime hast thou wandered away?
   And what art thou doing this cold winter day?

2. "I'm picking the gum from the old peach-tree;
   The storm doesn't trouble me. Pee, dee, dee!"

3. But what makes thee seem so unconscious of care?
   The brown earth is frozen, the branches are bare:
   And how canst thou be so light-hearted and free,
   As if danger and †suffering thou never shouldst see.
   When no place is near for thy evening nest,
   No leaf for thy †screen, for thy bosom no rest?

4. "Because the same hand is a shelter for me´,
That took off the summer leaves`. Pee, dee, dee`!"

5. But man feels a burden of care and of grief,
While plucking the cluster and binding the sheaf:
In the summer we faint, in the winter we're chilled,
With ever a void that is yet to be filled.
We take from the ocean, the earth, and the air,
Yet all their rich gifts do not †silence our care.



6. "A very small †portion †sufficient will be,
If †sweetened with †gratitude. Pee, dee, dee!"

7. But soon there'll be ice weighing down the light bough,
On which thou art flitting so †playfully now;
And though there's a vesture well fitted and warm,
†Protecting the rest of thy †delicate form,
What, then, wilt thou do with thy little bare feet,
To save *them* from pain, mid the frost and the sleet?

8. "I can draw them right up in my †feathers, you see,
To warm them, and fly away. Pee, dee, dee!"

9. I thank thee, bright monitor; what thou hast taught,
Will oft be the theme of the †happiest thought;
We look at the *clouds;* while the *birds* have an eye
To *Him who reigns over them,* †changeless and high.
And now, little hero, just tell me thy name,
That I may be sure whence my oracle came.

10. "Because, in all weather, I'm merry and free,
They call me the Winter-king. Pee, dee, dee!"

EXERCISES.—What words in the lesson are emphatic? What have the rising inflection? What, the falling inflection?

ARTICULATION.

Fs,	fst.		Snuffs,	snuffst:	whiffs,	whiffst.
Ft,	fts,	ftst.	Drift,	drifts,	driftst:	siftst.
Fl,	flz,	flst.	Trifl,	trifls,	triflst:	mufflst.
Fld,	fldst.		Trifld,	trifldst:	muffld,	mufflдst.

EXERCISES ON THE VOCALS.

Let the teacher enunciate distinctly each word before the class; then give the sound of the italicised vowel, and require the class to imitate him closely and accurately.

ē, as in *me;* and ī, as in *marine.*—The theme of the *queen* was the *sweet* evening scene. The lenient police received the key from a marine at the quarantine. Hear, O, ye fiends, the treaty hear. She grieved to pique me at the evening meal. On receipt of news from the fleet, he wrote a brief critique.

ĕ, as in *met.*—His friend said the debt was for bread. Many men merit a special realm. With heroism, he steadily held the helm. In the preface, he said there was a beneficent realm of the dead. The red heifer went across the dell toward the pebbly well. The leopard's den was near the fen. It was Chester then, who met the seven men at the glen. Henry said he meant to mention the penniless men.

LESSON XLVI.

1. Con'se-quence; *n.* importance; influence.
2. A-cad'e-my; *n.* a school of high order.
2. Col'lege; *n.* a seminary of learning of the highest order.
2. Pre-cep'tor; *n.* a teacher.
3. Prep-a-ra'tion; *n.* a making ready.
5. Vig'or-ous; *adj.* full of activity and strength.
6. A-lac'ri-ty; *n.* cheerfulness; sprightliness.
8. Pro-fess'or; *n.* a teacher in a college.
9. Lu'di-crous; *adj.* adapted to raise laughter.
9. Ap-plaus'es; *n.* praises.
9. Dis'si-pa-ted; *adj.* given up to vicious habits.
10. Im-prove'ment; *n.* increase of knowledge.

CONSEQUENCES OF IDLENESS.

Articulate carefully all the consonants in such words as the following: *disgraceful, perception, preparation, recollection, fresh, blunders, professor, trembling, ludicrous, improvement, effects, expecting, persons, prepare, diligently, present, proper, alacrity, frightened, neglected, suspend, reward, industry.* See Exercise IV, pages 15 to 23.

1. Many young persons seem to think it of not much consequence if they do not †improve their time well in youth, vainly †expecting that they can make it up by †diligence when they are older. They also think it is disgraceful for *men* and *women* to be idle, but that there can be no harm for persons who are *young*, to spend their time in any manner they please.

2. George Jones thought so. When he was twelve years old, he went to an academy to prepare to enter college. His father was at great †expense in †obtaining books for him, †clothing him, and †paying his †tuition. But George was idle. The preceptor of the academy would often tell him, that if he did not study diligently when young, he would never †succeed well.

3. But George thought of nothing but present †pleasure. He would often go to school without having made any preparation for his morning lesson; and, when called to †recite with his class, he would †stammer and make such †blunders, that the rest of the class could not help laughing at him. He was one of the poorest †scholars in the school, because he was one of the most idle.

4. When †recess came, and all the boys ran out of the academy upon the play-ground, idle George would come †moping along. Instead of studying diligently while in school, he was indolent and half asleep. When the proper time for play came, he had no relish for it. I recollect very well, that, when †*tossing up* for a game of ball, we used to choose every body on the play-ground, before we chose George. And if there were †enough without him, we used to leave him out. Thus was he unhappy in school, and out of school.

5. There is nothing which makes a person enjoy play so well, as to study hard. When recess was over, and the rest of the boys †returned, †fresh and vigorous, to their studies, George might be seen †lagging and moping along to his seat. Sometimes he would be asleep in school; sometimes he would pass his time in †catching †flies, and †penning them up in little holes, which he cut in his seat. And sometimes, when the preceptor's back was turned, he would throw a paper ball across the room.

6. When the class was called up to recite, George would come †drowsily along, looking as †mean and †ashamed as though he were going to be †whipped. The rest of the class †stepped up to the recitation with alacrity, and appeared happy and contented. When it came George's turn to recite, he would be so long in doing it, and make such blunders, that all most heartily wished him out of the class.

7. At last, George went with his class to enter college. Though he passed a very poor †examination, he was †admitted with the rest; for those who examined him thought it was †possible, that the reason why he did not †answer †questions better, was because he was †frightened. Now came hard times for poor George. In college there is not much mercy shown to bad scholars; and George had †neglected his studies so long, that he could not now keep up with his class, let him try ever so hard.

8. He could, without much †difficulty, get along in the academy, where there were only two or three boys of his own class to laugh at him. But now he had to go into a large †recitation room, filled with students from all parts of the country. In the presence of all these, he must rise and recite to a professor. Poor fellow! He paid dearly for his idleness.

9. You would have pitied him, if you could have seen him trembling in his seat, every moment expecting to be called upon to recite. And when he was called upon, he would stand up, and take what the class called a *dead set;* that is, he could not recite at all. Sometimes he would make such ludicrous blunders, that the whole class would burst into a laugh. Such are the applauses an idler gets. He was †wretched, of course. He had been idle so long, that he hardly knew how to apply his mind to study. All the good scholars avoided him; they were ashamed to be seen in his company. He became †discouraged, and gradually grew dissipated.

10. The officers of the college were soon †compelled to suspend him. He returned in a few months, but did no better; and his father was then advised to take him from college. He left college, despised by every one. A few months ago, I met him, a poor †wanderer, without money and without friends. Such are the wages

of idleness. I hope every reader will, from this history, take warning, and "stamp †improvement on the wings of time."

11. This story of George Jones, which is a true one, shows how sinful and †ruinous it is to be idle. Every child, who would be a †Christian, and have a home in heaven, must guard against this sin. But as I have given you one story´, which shows the sad effects of indolence´, I will present you, in the next lesson, with another`, more pleasing, which shows the reward of industry`.

EXERCISES.—What is this story about? What did George Jones think most about? Was this wise? What gives new pleasure to our sports? Where did George go after he left school? How did he get along in college? What must we do to escape the disgrace which fell upon George?

Point out in the 9th paragraph *all* the emphatic words, whether marked or not. Which are the rising inflections in the last sentence? The falling?

ARTICULATION.

Gz, gst.	Brags,	bragst:	drags,	dragst.
Gd, gdst.	Braggd,	braggdst:	draggd,	draggdst.
	Flaggd,	flaggdst:	snaggd,	snaggdst.
Glz, glst.	Smuggls,	smugglst:	joggls,	jogglst.
	Struggls,	strugglst:	straggls,	straggst.
Gld, gldst.	Smuggld,	smuggldst:	joggld,	joggldst.
	Struggld,	struggldst:	straggld,	straggldst.

EXERCISES ON THE VOCALS.

i, as in pine; and **y**, as in *by*.—A *k*ind *gui*de might fl*y* b*y* *n*ight with the f*i*ne ch*i*ld. No bl*i*ght of the v*i*ne, f*i*nds my t*i*ny *i*sle. The sk*y* is m*i*ld above the h*ei*ght. His sm*i*le is the t*y*pe of a qu*i*et m*i*nd at ease.

LESSON XLVII.

1. His'to-ry; *n.* a description or a narration of events.
2. Con'science; *n.* our own knowledge of right and wrong.
2. Game; *n.* play; sport.
4. Rec-om-men-da'tion; *n.* what is said in praise of any one.
5. Re-view'; *v.* to examine again.
5. Tran'quil; *adj.* quiet; calm.
6. Con-fer'red; *v.* given to, or bestowed upon any one.
7. Grad'u-a-ted; *v.* received a degree from a college.
7. Com-mence'ment; *n.* the day when students receive their degree.
8. U-ni-vers'al-ly; *adv.* by all; without exception.
9. In-va'ri-a-bly; *adv.* always; uniformly.
10. Ev'i-den-ces; *n.* proofs.
10. Ad-van'ta-ges; *n.* opportunities for getting good.

ADVANTAGES OF INDUSTRY.

Remark.—In order to read with ease and force, stand erect, hold the head up, and throw the shoulders back.

Utter each sound *distinctly* and *correctly.* Do not say *hist'ry* for his-to-ry; *dil'gent* for dil-*i*-gent; *gen'r'lly* for gen-*er*-*al*-ly; *of'cers* for of-*fi*-cers; *d'liver* for de-liv-er; *int'resting* for in-*ter*-est-ing; *mis'rable* for mis-*er*-a-ble; *ev'dences* for ev-*i*-den-ces. See Exercises on O, I, E, &c., pages 24 and 25.

1. I gave you, in the last lesson, the history of George Jones, an idle boy, and showed you the †consequences of his idleness. I shall now give you the history of Charles Bullard, a classmate of George. Charles was about the same age as George, and did not possess †superior talents. Indeed, I doubt whether he was equal to him, in natural powers of mind.

2. But Charles was a hard student. When quite young, he was always careful and diligent in school. Sometimes, when there was a *very hard* lesson, instead of going out to play during recess, he would stay in to study. He had resolved that his first object should

be to get his lessons well, and then he could play with a good conscience. He loved play as well as any body, and was one of the best players on the ground. I hardly ever saw any boy catch a ball better than he could. When playing any game, every one was glad to get Charles on his side.

3. I have said, that Charles would sometimes stay in at recess. This, however, was very seldom; it was only when the lessons were very hard indeed. Generally, he was among the first on the play-ground, and he was also among the first to go into school, when called. Hard study gave him a relish for play, and play again gave him a relish for hard study; so he was happy both in school and out. The †preceptor could not help liking him, for he always had his lessons well †committed, and never gave him any trouble.

4. When he went to enter college, the preceptor gave him a good recommendation. He was able to answer all the questions, which were put to him when he was †examined. He had studied so well, when he was in the †academy, and was so †thoroughly prepared for college, that he found it very easy to keep up with his class, and had much time for reading interesting books.

5. But he would always get his lesson well, before he did any thing else, and would review it just before †recitation. When called upon to recite, he rose tranquil and happy, and very seldom made mistakes. The officers of the college had a high opinion of him, and he was respected by all the students.

6. There was, in the college, a society made up of all the best scholars. Charles was chosen a member of that society. It was the custom to choose some one of the society, to deliver a public address every year. This honor was conferred on Charles; and he had studied so diligently, and read so much, that he deliv-

ered an address which was very interesting to all who heard it.

7. At last he *graduated*, as it is called; that is, he finished his collegiate course, and received his degree. It was known by all that he was a good scholar, and by all that he was respected. His father and mother, brothers and sisters came, on the commencement day, to hear him speak.

8. They all felt gratified, and loved Charles more than ever. Many †situations of usefulness and profit were opened to him; for Charles was now an intelligent man, and universally respected. He is still a useful and a happy man. He has a cheerful home, and is esteemed by all who know him.

9. Such are the rewards of industry. How strange it is, that any person should be willing to live in idleness, when it will certainly make him unhappy! The idle boy is almost †invariably poor and †miserable; the †industrious boy is happy and †prosperous.

10. But perhaps some child who reads this, asks, "Does God notice little children in school?" He certainly does. And if you are not diligent in the improvement of your time, it is one of the surest evidences that your heart is not right with God. You are placed in this world to improve your time. In youth, you must be preparing for future usefulness. And if you do not improve the advantages you enjoy, you sin against your Maker.

With books, or work, or healthful play,
Let your first years be past;
That you may give, for every day,
Some good account, at last.

EXERCISES.—What is the subject of this lesson? In what respect was Charles Bullard different from George Jones? Which of them do you think most worthy of imitation? For what are we placed in this world? Should you not then be diligent in your

studies? How should you sit or stand when you read? What word can you put in the place of "conferred," 6th paragraph.

In the last paragraph, what part of speech is *child? God? school? time? heart? little? diligent? future? healthful?* How are adjectives compared? What adjective of the superlative degree is there in the last paragraph? Compare it. What does the word *superlative* mean? See Pinneo's Primary Grammar, page 71, Art. 144.

LESSON XLVIII.

1. Pris'on-ed; *v.* confined; kept in.
1. Vent'ure; *v.* dare.
1. Vale; *n.* a valley.
2. Moor; *n.* a marshy, wild tract of country.
2. Veil; *n.* a covering to conceal any thing with.
2. Flow'er-et; *n.* a little flower.
3. Di-vine'; *adj.* heavenly.
3. Re-lig'ion; *n.* belief about God, and our duty to him.
3. Gold'en; *adj.* like gold, or made of gold.
3. Re-flect'ed; *v.* thrown back; returned.

CHRISTIAN LIGHT AND HOPE.

Remark.—In reading poetry, it is particularly important to observe the proper pauses. In this way, a sing-song style will be avoided.

Give each letter and syllable its *correct* sound. Do not say *narrer* for nar-*row; beyend* for be-yond; *venter* for vent-ure. See Exercises on O and U, pages 24, 25.

1. If all our hopes and all our fears
Were prisoned in life's narrow bound;
If, †travelers through this vale of tears,
We saw no better world beyond;
O, what could check the rising †sigh?
What †earthly thing could †pleasure give?
O, who would venture then to die?
O, who could then †endure to live?

2. Were life a dark and †desert moor,
Where †mists and clouds †eternal, spread
Their gloomy veil behind, before,
And †tempests †thunder overhead;
Where not a †sunbeam breaks the gloom,
And not a floweret smiles †beneath;
Who could †exist in such a tomb?
Who dwell in †darkness and in death?

3. And such were life, without the ray
From our divine religion given;
'T is *this* that makes our darkness day;
'T is *this* that makes our earth a †heaven.
Bright is the golden sun above,
And beautiful the flowers that bloom,
And all is joy, and all is love,
Reflected from a world to come.

EXERCISES.—What is the source of the greatest happiness we can possibly enjoy? What, then, is the duty and interest of every one? What point is that at the end of the second line? What word can you substitute for "floweret?"

What nouns are there in the first line? In the second line? In the third line? What is a noun? What adjective in the second line?

What words in the last verse are marked as emphatic? To what do they refer? What other words in the same verse are emphatic, though not marked?

ARTICULATION.

Ks,	kst.	V^{2}ex,	v^{2}exd:	ann^{2}ex,	ann^{2}exd.
		K^{2}icks,	k^{2}ickst:	pr^{2}icks,	pr^{2}ickst.
Kt,	kts.	Tr^{2}act,	tr^{2}acts:	ex^{2}act,	ex^{2}acts.
		P^{2}act,	p^{2}acts:	obj^{2}ect,	obj^{2}ects.
Klz,	klst.	B^{2}uckls,	b^{2}ucklst:	t^{2}ickls,	t^{2}icklst.
Kld,	kldst.	B^{2}uckld,	b^{2}uckldst:	t^{2}ickld,	t^{2}ickldst.

LESSON XLIX.

1. Su-prem'a-cy; *n.* highest authority.
1. Loft'i-ness; *n.* height.
1. Tal'ons; *n.* claws.
1. Im-pŭt'ed; *v.* placed to the account of; ascribed to.
2. Dis-dain'; *v.* to scorn; to despise.
2. In-de-pend'ence; *n.* boldness; a self-supporting power.
2. Car'cass; *n.* the dead body of an animal.
4. A-dopt'ed; *a.* taken; selected for use.
5. Pro-cŭr'ing; *v.* getting; obtaining.
5. Re-lin'quish; *v.* to give up.
6. Rep-re-sents'; *v.* shows; exhibits.
6. Sul'len; *adj.* gloomily angry [and silent.

THE EAGLE.

1. The eagle seems to enjoy a kind of supremacy over the rest of the †inhabitants of the air. Such is the loftiness of his flight, that he often †soars in the

sky beyond the reach of the naked eye, and such is his strength, that he has been known to carry away children in his talons. But many of the noble †qualities imputed to him, are rather fanciful than true.

2. He has been described as showing a lofty independence, which makes him disdain to feed on any thing that is not slain by his own strength. But Wilson says, that he has seen an eagle feasting on the †carcass of a dead horse. It is, also, well known that the bald-eagle †principally lives by †robbing the fish-hawk of his prey. The eagle lives to a great age. One at Vienna, is stated to have died after a †confinement of one hundred and four years.

3. There are several †species of the eagle. The golden-eagle, which is one of the largest, is nearly four feet from the point of the †beak to the end of the tail. He is found in most parts of †Europe, and is also met with in †America. High rocks and ruined and lonely towers, are the places which he chooses for his abode. His nest is composed of sticks and rushes. The tail feathers are highly valued as †ornaments, by the American Indians.

4. The most †interesting species is the bald-eagle, as this is an American bird, and the adopted †emblem of our country. He lives chiefly upon fish, and is found in the †neighborhood of the sea, and along the shores and †cliffs of our large lakes and rivers.

5. According to the †description given by Wilson, he depends, in procuring his food, †chiefly upon the labors of others. He watches the fish-hawk as he dives into the sea for his prey, and darting down upon him as he rises, forces him to relinquish his victim, and then seizes it before it again reaches the water.

6. The plate on the †preceding page, represents the harpy-eagle. This is said to be bold and strong, and to attack beasts, and even man himself. He is fierce,

†quarrelsome, and †sullen, living alone in the deepest forests. He is found chiefly in South America.

EXERCISES.—Why is the eagle considered superior to other birds? Which species is the emblem of our country? How does he obtain his food? What would this practice be called if adopted among men? Have animals any knowledge of right or wrong? Is there any man so ignorant as not to know something of right and wrong?

In the last sentence, which is the adverb? What words does it qualify? What does the word *adverb* mean? See Pinneo's Primary Grammar, page 26, Art. 34.

LESSON L.

1. CENT'U-RY; *n.* the space of a hundred years.
1. GI-GAN'TIC; *adj.* very large; huge like a giant.
1. DI-MEN'SIONS; *n.* size.
1. SUB-LIME'; *adj.* lofty; grand.
3. AD-JOIN'ING; *adj.* joining to.
4. DIS-PERS'ED; *v.* scattered; separated.
4. EA'GLETS; *n.* young eagles.
4. CLAM'OR-OUS; *adj.* loud; noisy.
4. UN-A-VAIL'ING; *adj.* useless; vain.
5. PERCH'ED; *v.* alighted or settled.
6. IN-DE-CIS'ION; *n.* irresolution; want of fixed purpose.
6. MO'MENT-A-RY; *adj.* for a single moment; a short time.
8. AT'MOS-PHERE; *n.* air.
9. CIR'CUIT; *n.* movement round in a circle.
9. EX-HAUST'ED; *v.* wholly tired out.
11. NEST'LINGS; *n.* young birds in the nest.

THE OLD EAGLE-TREE.

ARTICULATE distinctly and PRONOUNCE correctly. Do not say *seem' to* for seem'*d* to; *fores* for for-e*st*; *nes* for ne*st*; *coace* for coa*st*; *nes'lin's* for nest-ling*s*; *nex* for nex*t*; *yiel* for yiel*d*; *ev'duntly* for ev-*i*-dent-ly; *agin* nor *agane* for a-gain; (*pro.* a-gen); *buds* for bi*rds*; *forgit* for for-*get*; *crulety* for cru-*el*-ty. See Ex. V, page 24.

1. IN a distant field, stood a large tulip-tree, †apparently of a century's growth, and one of the most

gigantic. It looked like the father of the surrounding forest. A single tree, of huge dimensions, standing all alone, is a sublime object.

2. On the top of this tree, an old eagle, commonly called the "Fishing-Eagle," had built her nest every year, for many years, and †undisturbed had raised her young. What is remarkable, as she procured her food from the ocean, this tree stood full ten miles from the sea-shore. It had long been known as the "Old Eagle-Tree."

3. On a warm, sunny day, the workmen were †hoeing corn in an adjoining field. At a certain hour of the day, the old eagle was known to set off for the sea-side, to gather food for her young. As she this day returned with a large fish in her claws, the workmen surrounded the tree, and by †yelling and hooting, and throwing stones, so scared the poor bird, that she dropped her fish, and they carried it off in triumph.

4. The men soon dispersed, but Joseph sat down under a bush near by, to watch, and to bestow unavailing pity. The bird soon returned to her nest, without food. The eaglets at once set up a cry for food so shrill, so clear, and so clamorous, that the boy was greatly moved.

5. The parent-bird seemed to try to †soothe them; but their †appetites were too keen, and it was all in vain. She then perched herself on a limb near them, and looked down into the nest with a look that seemed to say, "I know not what to do next."

6. Her indecision was but momentary; again she †poised herself, uttered one or two sharp notes, as if telling them to "lie still," †balanced her body, spread her wings, and was away again for the sea!

7. Joseph was determined to see the result. His eye followed her till she grew small, smaller, a mere speck in the sky, and then disappeared. What boy

has not thus watched the flight of the bird of his country?

8. She was gone nearly two hours, about double her usual time for a †voyage, when she again returned, on a slow, weary wing, flying uncommonly low, in order to have a †heavier atmosphere to sustain her, with another fish in her talons.

9. On nearing the field, she made a circuit round it, to see if her enemies were again there. Finding the coast clear, she once more reached the tree, drooping, faint, and weary, and evidently nearly exhausted. Again the eaglets set up their cry, which was soon hushed by the distribution of a dinner, such as, save the cooking, a king might admire.

10. "Glorious bird!" cried the boy, "what a spirit!" Other birds can fly more swiftly, others can sing more sweetly, others scream more loudly; but what other bird, when †persecuted and robbed, when weary, when discouraged, when so far from the sea, would do this?

11. "Glorious bird! I will learn a lesson from thee to-day. I will never forget, hereafter, that when the spirit is determined, it can do almost any thing. Others would have drooped, and hung the head, and mourned over the cruelty of man, and sighed over the wants of the nestlings; but thou, by at once †recovering the loss, hast forgotten all.

12. "I will learn of thee, noble bird! I will remember this. I will set my mark high. I will try to do something, and to be something in the world; *I will never yield to †discouragements.*"

EXERCISES.—Upon what does the eagle feed? What became of the fish which it was carrying to its young? What did it then do? What do men do, after having suffered loss and disappointment? What ought we to do? What is the advantage of doing this? Is it a duty also? Do our duty and real profit ever disagree? What marks are those after "discouragements?"

Point out the pronouns in the last paragraph. What is a pronoun? What does the word *pronoun* mean? Why are *I* and *thee* called *Personal Pronouns?* How many kinds of pronouns are there? See Pinneo's Primary Grammar, page 61, Art. 116.

LESSON LI.

1. Nook; *n.* corner.
2. Mer'ry; *adj.* cheerful; joyous.
3. Hum'ming; *n.* buzzing.
6. Beau'ti-fy, *v.* to adorn.

THE VOICE OF THE GRASS.

Utter each letter. Do not say *creepin* for creeping; *comin* for coming; *kummin* for humming; *mornin* for morning; *pleasunt* for pleasant; *narrer* for narrow; *silunt* for silent.

1. Here I come, †creeping, creeping, every-where;
   By the dusty road-side,
   On the sunny hill-side,
   Close by the noisy brook,
   In every shady †nook,
   I come creeping, creeping, every-where.

2. Here I come, creeping, creeping, every-where;
   All round the open door,
   Where sit the aged poor,
   Here where the children play,
   In the bright and merry May,
   I come creeping, creeping, every-where.

3. Here I come, creeping, creeping, every-where;
   You can not see me coming,
   Nor hear my low sweet humming,
   For in the †starry night,
   And the glad morning light,
   I come, quietly creeping, every-where.

4. Here I come, creeping, creeping, every-where;
More †welcome than the flowers,
In summer's pleasant hours;
The gentle cow is glad,
And the merry birds not sad,
To see me creeping, creeping, every-where.

5. Here I come, creeping, creeping, every-where;
When you're †numbered with the dead,
In your still and narrow bed,
In the happy spring I'll come,
And deck your narrow home,
Creeping, †silently creeping, every-where.

6. Here I come, creeping, creeping, every-where;
My humble song of praise,
Most †gratefully I raise,
To him at whose command,
I beautify the land,
Creeping, silently creeping, every-where.

EXERCISES.—What is spoken of in this lesson as growing every-where.

EXERCISES ON THE VOCALS.

Let the teacher remember that a clear and distinct enunciation, and a correct pronunciation can be made *habitual* with the pupil only by careful and diligent practice of the elementary sounds.

$\overset{2}{\mathbf{i}}$, as in *p*i*n*; and **y**, as in m*y*th.—Br*i*ng h*i*ther the r*i*ng of the pr*i*nce. The ag*i*le and serv*i*le c*y*nic had b*u*siness *i*n the c*i*ty. The sh*i*ft*i*ng gl*i*mmer of h*i*s lamp is st*i*ll seen. The *I*talian's l*y*r*i*c g*i*ft br*i*ngs thr*i*ft.

$\overset{1}{\mathbf{o}}$, as in n*o*te.—H*o*me n*o* more is v*o*cal with the s*o*ldier's t*o*nes. The p*o*et l*o*athes the f*o*eman's *o*ath. *O*nly g*o*re and gl*o*ry *o*pen before me. The b*o*ld y*e*oman was ag*l*ow with n*o*ble devot*i*on.

$\overset{2}{\mathbf{o}}$, as in n*o*t; and $\overset{5}{\mathbf{a}}$, as in w*a*s.—The f*o*ssil w*a*sp is in a b*o*ttle. The pr*o*spect is n*o*t wh*a*t you pr*o*mised. They sh*o*t the w*a*n man through the b*o*dy. The m*o*b felt n*o*t a thr*o*b.

LESSON LII.

1. Em-u-la'tion; *n.* rivalry; contest.
1. Com-pe-ti'tion; *n.* rivalry.
2. Ex-cel'led; *v.* surpassed; exceeded in good qualities.
2. Ri'vals; *n.* those who pursue the same thing.
3. An'ec-dote; *n.* a short story.
8. Tu-i'tion; *n.* payment for teaching.

EMULATION.

Pronounce correctly. Do not say *speakin* for speak-ing; *recollec* for rec-ol-lect; *evinin* for e-ven-ing; *friendship* for friendship; *widder* for wid-ow; *gain* for gained; *seein* for see-ing. See Ex. V, pages 24–28.

1. Frank's father was speaking to a friend, one day, on the subject of competition at school. He said that he could answer for it, that envy is not always connected with it.

2. He had been excelled by many, but did not recollect ever having felt envious of his successful rivals; "nor did my †winning many a prize from my friend Birch," said he, "ever †lessen his friendship for me."

3. In †support of the truth of this, a friend who was present, †related an anecdote which had fallen under his own †notice, in a school in his †neighborhood.

4. At this school, the sons of several wealthy †farmers, and others, who were poorer, †received †instruction. Frank †listened with great attention, while the gentleman gave the following account of the two rivals.

5. It happened that the son of a rich farmer, and of a poor widow, came in competition for the head

of their class. They were so nearly equal, that the teacher could scarcely decide between them; some days one, and some days the other, †gained the head of the class. It was †determined, by seeing who should be at the head of the class for the greater number of days in the week.

6. The widow's son, by the last day's trial, gained the victory, and kept his place the following week, till the school was dismissed for the holidays.

7. When they met again, the widow's son did not appear, and the farmer's son being next to him, might now have been at the head of his class. Instead of †seizing the vacant place, however, he went to the widow's house, to inquire what could be the cause of her son's †absence.

8. †Poverty was the cause; she found that she was not able, with her utmost †efforts, to continue to pay for his tuition and books, and the poor boy had returned to labor for her support.

9. The farmer's son, out of the †allowance of pocket-money, which his father gave him, bought all the necessary books, and paid for the tuition of his rival. He also permitted him to be brought back again to the head of his class, where he continued for some time, at the expense of his generous rival.

EXERCISES.—What is the subject of this lesson? What do you mean by emulation? What is envy? What story is told about the two rivals? Is it right to envy a classmate who has learned his lessons better than yourself?

ARTICULATION.

Nd,	ndz,	ndst.	Strand^{2},	strands^{2},	strandst.^{2}
Ndl,	ndlz,	ndlst.	Dwindl^{2},	dwindls^{2},	dwindlst.^{2}
Ndld,	ndldst.		Dwindld^{2},	dwindldst^{2}:	fondldst.^{2}
Nks,	nkst.		Thanks^{2},	thankst^{2}:	plankst.^{2}
Nkd,	nkdst.		Thankd^{2},	thankdst^{2}:	plankdst.^{2}

LESSON LIII.

IN-STRUC'TION; *n.* information; teaching.
EX-AM'INE; *v.* to look at any thing closely.
KNOB; *n.* bunch.
MAG'NI-FY-ING; *adj.* making to appear larger.
EN-CHANT'MENT; *n.* the use of spells, or charms, or magic arts.
REM'E-DY; *n.* that which removes an evil.
CON-VEY'ED; *v.* carried.
STRING'Y; *adj.* full of strings.

THE NETTLE.

REMARK.—To read dialogue well, the reader must fully understand the subject, and imagine himself in the situations of the several speakers.

UTTER each sound *correctly.* Do not say *agin* for a-gain, (pro. a-gen'); *holler* for hol-low; *pint* for point; *young uns* for young ones; *nater* nor *natshure* for nat-*ure; leetle* for lit-tle.

Anna. O papa! I have stung my hand with that †nettle.

Father. Well, my dear, I am sorry for it; but pull up that large dock-leaf you see near it; now †bruise the juice out of it on the part which is stung. Well, is the pain †lessened?

A. O, very much indeed, I hardly feel it now. But I wish there was not a nettle in the world. I am sure I do not know what use there can be in them.

F. If you knew any thing of botany, Nanny, you would not say so.

A. What is botany, papa?

F. Botany, my dear, is the †knowledge of plants.

A. Some plants are very †beautiful. If the lily were growing in our fields, I should not †complain. But this ugly nettle! I do not know what beauty or use there can be in that.

F. And yet, Nanny, there is more beauty, use, and instruction in a nettle, than even in a lily.

A. O papa, how can you make that out?

F. Put on your gloves, pluck up that nettle, and let us examine it. First, look at the flower.

A. The flower, papa? I see no flower, unless those little, †ragged knobs are flowers, which have neither color nor smell, and are not much larger than the heads of pins.

F. Here, take this magnifying-glass and examine them.

A. O, I see now; every little knob is folded up in leaves, like a rose-bud. Perhaps there is a flower inside.

F. Try; take this pin and touch the knob. Well, what do you see?

A. O, how curious!

F. What is curious?

A. The moment I touched it, it flew open. A little cloud rose out like enchantment, and four beautiful little stems sprung up as if they were alive; and now, that I look again with the glass, I see an elegant little flower, as nice and perfect as a lily itself.

F. Well, now examine the leaves.

A. O, I see they are all covered over with little †bristles; and when I examine them with the glass, I see a little bag, filled with a †juice like water, at the bottom of each. Ha! these are the things which stung me.

F. Now touch the little bag with the point of the pin.

A. When I press the bag, the juice runs up and comes out at the small point at the top; so I suppose the little thorn must be hollow inside, though it is finer than the point of my †cambric needle.

F. Have all the leaves those stings?

A. No, papa; some of the young ones are quite green and soft, like velvet, and I may handle them without any danger.

F. Now look at the stem, and break it.

A. I can easily crack it, but I can not break it †asunder, for the bark is so strong that it holds it together.

F. Well, now you see there are more †curious things in the nettle than you expected.

A. Yes, indeed, I see that. But you have often told me that God makes nothing without its use; and I am sure I can not see any use in all these things.

F. That we will now consider. You saw the little flower burst open, and a cloud rose, you say, like enchantment. Now all this is necessary for the nature of the plant. There are many thousand plants in the world, and it has pleased God, in his wisdom, to make them all different. Now look at this other nettle, which grew on the opposite side of the road; you see, that it is not exactly like the one you have just examined.

A. No, papa; this has little flat seeds instead of flowers.

F. Very right, my dear. Now, in order to make those seeds grow, it is †necessary that the little flower of this plant and the seed of that should be together, as they are in most others. But plants can not walk, like animals. The wisdom of God, therefore, has provided a remedy for this. When the little flower bursts open, it throws out a fine powder, which you saw rise like a cloud; this is conveyed by the air to the other plant, and when it falls upon the seed of that plant, it gives it power to grow, and makes it a perfect seed, which, in its turn, when it falls to the ground, will produce a new plant. Were it not for this fine powder, that seed would never be perfect, or complete.

A. That is very curious, indeed; and I see the use

of the little cloud and the flower; but the leaf that stung me, of what use can that be? There, dear papa, I am afraid I puzzle you to tell me that.

F. Even these stings are made useful to man. The poor people in some †countries, use them instead of †blisters, when they are sick. Those leaves which do not sting are used by some for food, and from the stalk. others get a stringy bark, which answers the purpose of flax. Thus you see, that even the despised nettle is not made in vain; and this may teach you, that we only need to understand the works of God, to see that, "in goodness and wisdom he has made them all."

EXERCISES.—What is botany? Of what use is the nettle? Is there probably any thing in existence which is useless? Do we know the uses of all plants or animals? Should we therefore conclude that there are any that are useless? Why not?

LESSON LIV.

1. SCALE; *v.* to climb up; to ascend.
1. DELL; *n.* a valley.
1. CEL'E-BRATE; *v.* to praise; to [extol.
1. THRILL; *n.* a warbling.
2. CULL; *v.* to pick out; to pluck.
3. AZ'URE; *adj.* blue like the sky.
3. RIP'PLE; *n.* a little curling wave.
4. RO-MAN'TIC; *adj.* wild; fanci-[ful.
4. PRAT'TLER; *n.* a trifling talker.
4. RE-FIN'ED; *v.* improved in delicacy.
4. DE'I-TY; *n.* God.

CHILDREN'S WISHES.

UTTER distinctly *all* the consonants in such words as *bird, scale, gladness, celebrate, earth, gladly, thrill, mirth, spread, gold-fish, grove, ripple, softness, prattlers, mortals, warble, leaflets, plants, songster, thoughts,* &c. See Exercise IV, pages 15 to 23.

1. *Eliza.* I WISH I were a little bird,
Among the leaves to dwell;
To scale the sky in †gladness,
Or seek the lonely dell.

My morning song should celebrate
The glory of the earth,
And my evening hymn ring gladly
With the thrill of †ceaseless mirth.

2. *Caroline.* I wish I were a flow'ret,
To blossom in the grove;
I'd spread my opening leaflets
Among the plants I love.
No hand should †roughly cull me,
And bid my odors fly;
I silently would ope to life,
And quietly would die.

3. *Louisa.* I wish I were a gold-fish,
To seek the sunny wave,
To part the gentle ripple,
And 'mid its coolness lave.
I'd glide through day delighted,
Beneath the azure sky;
And when night came on in softness,
Seek the starlight's milder eye.

4. *Mother.* Hush, hush, romantic prattlers;
You know not what you say,
When soul, the crown of mortals,
You would lightly throw away.
What is the songster's warble,
And the flow'ret's blush refined,
To the noble thoughts of Deity,
Within your op'ning mind?

EXERCISES.—What was Eliza's wish? What was Caroline's? What was Louisa's? What did Eliza say that she would do if she were a bird? What did Caroline say? What did Louisa say? What should we lose, if we were changed into birds or flowers? Why were these wishes foolish? What part of man is most worthy of his care?

LESSON LV.

2. Dis-charg'ing; *v.* performing.
4. Un-con'scious; *adj.* not knowing.
4. Re-pos'ed; *v.* put; placed.
10. Chief'tain; *n.* the chief.
11. Boom'ing; *adj.* roaring.
13. Wreath'ing; *adj.* curling.
15. Pen'non; *n.* a small flag.

CASABIANCA.

Utter distinctly each consonant: *terrible, thunders, brave, distant, progress, trust, mangled, burning, bright.* See Exercise IV, page 15.

1. There was a little boy, about thirteen years old, whose name was Casabianca. His father was the †commander of a ship-of-war. The little boy went with his father to the seas. His ship was once in a †terrible battle off the mouth of the Nile.

2. In the midst of the thunders of the battle, while the shot were flying thickly around, and flooding the decks with blood, this brave boy stood by the side of his father, †faithfully discharging the duties which were †assigned to him.

3. At last his father placed him in a certain part of the ship, to perform some †service, and told him to remain at his post till he should call him away. As the father went to some distant part of the ship, to notice the †progress of the battle, a ball from the †enemy's vessel laid him dead upon the deck.

4. But the son, unconscious of his father's death, and faithful to the trust reposed in him, remained at his post, waiting for his father's orders. The battle raged †dreadfully around him. The blood of the slain flowed at his feet. The ship took fire, and the †threatening flames drew nearer and nearer.

5. Still, this noble-hearted boy would not †disobey his father. In the face of blood, and balls, and fire, he stood firm and †*obedient*. The sailors began to desert the burning and sinking ship, and the boy cried out, "Father, may I go?"

6. But no voice of †permission could come from the mangled body of his lifeless father; and the boy, not knowing that he was dead, would rather die than disobey. And there that boy stood, at his post, till every man had deserted the ship; he stood and perished in the flames. His death has been described in the following beautiful lines.

7. The boy stood on the burning deck,
Whence all but him had fled,
The flame that lit the battle's †wreck,
Shone round him o'er the dead.

8. Yet beautiful and bright he stood,
As born to rule the storm;
A creature of heroic blood,
A proud, though child-like form.

9. The flames rolled on; he would not go,
Without his father's word;
That father, faint in death below,
His voice no longer heard.

10. He called aloud, "Say, father, say,
If yet my task is done?"
He knew not that the chieftain lay
Unconscious of his son.

11. "Speak, father," once again he cried,
"If I may yet be gone;
And"—but the booming shot replied,
And fast the flames rolled on.

12. Upon his brow he felt their breath,
And in his waving hair;
And looked from that lone post of death,
In still, yet brave, despair;

13. And shouted but once more aloud,
"My father, must I stay?"
While o'er him fast, through sail and shroud,
The wreathing fires made way.

14. They †wrapped the ship in splendor wild,
They caught the flag on high,
And streamed above the gallant child,
Like †banners in the sky

15. Then came a burst of thunder-sound:
The boy—oh! where was he?
Ask of the winds, that far around
With †fragments †strewed the sea.

16. With mast, and helm, and pennon fair,
That well had borne their part:
But the noblest thing that †perished there,
Was that young faithful heart.

EXERCISES.—What is this story about? Who was Casabianca? By whose side did he stand in the midst of battle? What happened to his father? What took fire? What did the sailors begin to do? What did the little boy do? Why did he stand there amid so much danger? What became of him?

ARTICULATION.

Nz,	nst.	Opens,	^{1}openst:	^{2}sickens,	^{2}sickenst.
Nt,	nts.	^{2}Rant,	^{2}rants:	^{2}plant	^{2}plants.
Nch,	neht.	^{2}Clinch,	^{2}clinchd:	^{2}quench,	^{2}quenchd.

LESSON LVI.

4. In-hab'it-ed; *v.* occupied as a home.
4. Im-mense'; *adj.* very large.
4. Cav'al-ry; *n.* a body of military troops on horses.
5 Im-pet-u-os'i-ty; *n.* fury; violence.
8. Dex'trous-ly; *adv.* skillfully.
9. Re-duc'ed; *v.* brought into.
10. O-rig'i-nal-ly; *adv.* at first.
12. Pa-rad'ed; *v.* showed off.
12. Qual'i-ties; *n.* character; traits.
12. Sym'me-try; *n.* a proper proportion of the several parts.
15. Des'per-ate; *adj.* without care of safety.
15. De-liv'er-ance; *n.* release from danger.
15. Break'ers; *n.* waves which dash upon rocks.
16. Gal'lant; *adj.* brave; heroic.

THE HORSE.

Remark.—Words included in parentheses should be read in a lower tone of voice than the rest of the sentence.

Give each letter its *full* and *correct* sound. Do not say *animuls* for an-*i*-mals; *sev'ral* for sev-*er*-al; *reg'larity* for reg-*u*-lar-*i*-ty; *cav'lry* for cav-*al*-ry; *s'pass'd* for *sur*-pass'd; *dang'rous* for dan-ger-ous; *trav'lers* for trav-*el*-ers; *op'site* for op-*po*-site; *'scapin* for *es*-cap-ing; *inhab'tants* for in-hab-*it*-ants; *orig'n'ly* for o-rig-*in*-*al*-ly. See Exercises on I, E, U, &c., on pages 24 to 28.

1. *Uncle Thomas.* Well, boys, I am glad to see you again. Since I last saw you, I have made quite a tour, and at some future time, will describe to you what I have seen. I promised at this meeting, however, to tell you something about animals, and I propose to begin with the Horse. But I know that you like †stories better than †lecturing, so I will proceed at once to tell you some which I have gathered for you.

2. *Frank.* We never feel tired of listening to you, Uncle Thomas. We know you always have something curious to tell us.

3. *Uncle Thomas.* Well then, Frank, to begin at once with the horse.

4. In several parts of the world there are to be found large herds of wild horses. In South America, the †immense plains are inhabited by them, and, it is said, that ten thousand are sometimes found in a single herd. These herds are always †preceded by a leader, who directs their motions; and such is the †regularity with which they perform their movements, that it seems as if they could hardly be surpassed by the best trained cavalry.

5. It is extremely dangerous for †travelers to meet a herd of this description. When they are †unaccustomed to the sight of such a mass of creatures, they can not help feeling greatly alarmed at their rapid and †apparently †irresistible approach. The trampling of the animals sounds like distant thunder; and such is the rapidity and impetuosity of their advance, that it seems to threaten instant destruction.

6. Suddenly, however, they sometimes stop short, utter a loud and †piercing †neigh, and, with a rapid wheel, take an opposite course, and altogether disappear. On such †occasions it requires great care in the traveler to prevent his horses from †breaking loose and †escaping with the wild herd.

7. In those countries where wild horses are so †plentiful, the inhabitants do not take the trouble to raise them, but whenever they want one, they mount upon an animal accustomed to the sport, and gallop over the plain toward a herd, which is readily found at no great distance.

8. The rider gradually approaches some †stragglers from the main body, and, having selected the one he wishes, he dextrously throws the †lasso, (which is a long rope with a running noose, and which is firmly fixed to his saddle,) in such a manner as to †entangle

the animal's hind legs; and with a sudden turn of his horse, he pulls it over on its side.

9. In an instant, he jumps off his horse, wraps his cloak round the head of the captive, forces a bit into his mouth, and straps a saddle on his back. He then removes the cloak, and the animal starts on his feet. With equal quickness the hunter leaps into his saddle; and, in spite of the kicking of the captive, keeps his seat, till, being †wearied out with his efforts, the horse submits to the †guidance of his new master, and is reduced to complete obedience.

10. *Frank.* But, Uncle Thomas, are all horses originally wild? I have heard that Arabia is famous for raising horses.

11. *Uncle Thomas.* Arabia has, for a long time, been noted for the beauty and speed of its horses. It is not

strange, however, that the Arabian horse should be the most excellent, when we consider the care and kindness with which it is treated. One of the best stories which I have ever heard of the love of an Arabian for his steed, is that †related of an Arab, from whom an English officer wished to †purchase his horse.

12. The animal was a bright bay mare, of fine form and great beauty; and the owner, proud of her appearance and qualities, paraded her before the Englishman's tent, until she †attracted his †attention. On being asked if he would sell her, "What will you give me?" was the reply. "That depends upon her age. I suppose she is past five?" "Guess again," said he. "Four?" "Look at her mouth," said the Arab, with a smile. On examination she was found to be about three. This, from her size and symmetry, greatly increased her value.

13. The gentleman said, "I will give you fifty tomans," (nearly two hundred and fifty dollars). "A little more, if you please," said the fellow, somewhat †entertained. "Eighty—a hundred." He shook his head and smiled. The officer at last came to two hundred tomans, (nearly one thousand dollars). "Well," said the Arab, "you need not tempt me further. You are a rich nobleman, and, I am told, have loads of silver and gold. Now," added he, "you want my mare, but you shall not have her for all you have got." He put spurs to his horse, and was soon out of the reach of †temptation.

14. The horse can swim, when necessary, as well as most other animals, although he is not very fond of the water. Some years ago, a vessel was driven upon the rocks, on the coast of the Cape of Good Hope, and most of the crew fell an immediate †sacrifice to the waves. Those who were left, were seen from the

shore, †clinging to the different pieces of the wreck. The sea ran so high, that no boat could venture off to their †assistance.

15. Meanwhile, a planter had come from his farm, to be a †spectator of the †shipwreck. His heart was melted at the sight of the unhappy seamen, and knowing the bold spirit of his horse, and his excellence as a †swimmer, he determined to make a desperate effort for their deliverance. Having blown a little brandy into his horse's nostrils, he pushed into the midst of the breakers. At first, they both disappeared, but it was not long before they †floated to the surface, and swam up to the †wreck; when taking two men with him, each of whom, held on by one of his boots, he brought them safe to shore.

16. This was repeated no less than seven times, and he saved fourteen lives; but on his return, the eighth time, being much †fatigued, and meeting a tremendous wave, he lost his balance, and sunk in a moment. His horse swam safely to land, but its gallant rider sank to rise no more.

EXERCISES.—Where are wild horses found? How are they taken? For what purpose are they taken? In what country are the finest horses raised? Why are the horses so excellent there? Are not animals always made better by kind treatment? Why would not the Arab sell his horse? Relate the anecdote of the planter and the shipwrecked seamen.

What words in the last paragraph, should be emphasized? What nouns in the last sentence?

EXERCISES ON THE VOCALS.

[3] o, as in *nor*; and [4] a, as in *fall*.—Forward stands the *tawny* form of the lord of the forest. *Laura's* horse and *fawn*, this morn, stood near the *hall*. The cormorant and *hawk* flew to the northern border. The Norman was cordial to a *fault*. See the dorsal fin of the *small* porpoise. The *false* corporal *pawned* the coral. The corpulent form of the *haughty* lord met the storm.

LESSON LVII.

2. RAM'BLING; *n.* wandering about.
2. MA-JES'TIC-AL-LY; *adj.* with dignity.
4. BE-NEV'O-LENT; *adj.* kind; generous.
4 AT'MOS-PHERE; *n.* the air and vapor which surround the earth.
6. OC-CUR'RENCE; *n.* any event which happens.
9. NOX'IOUS; *adj.* injurious; destructive.
12. AP-PALL'ING; *adj.* alarming.
15. MI-RAC'U-LOUS; *adj.* wonderful; by a miracle.
15. COPSE; *n.* (*pro.* cops), a thick cluster of bushes.

THE THUNDER-STORM.

REMARK.—Articulate every word distinctly, and be careful to give such emphasis as the sense requires.

DO NOT OMIT the final *g* in the following words found in this lesson: *rambling, threatening, approaching, lightning, blessing, notwithstanding, asking, startling,* &c. See Ex. V, page 26.

1. ON a fair morning, in the latter part of the sultry month of July, James Blount, an amiable and †intelligent lad of fifteen, in company with his cousin Henry, much younger than himself, walked out in search of berries.

2. After some hours' rambling, Henry became alarmed at the †threatening †aspect of the weather. The sky became suddenly overcast with winds and clouds; the rolling thunder began to be heard at a distance, and a dark, dense cloud, rising slowly and majestically from the west, gave strong †indications of an †approaching tempest.

3. "James," exclaimed Henry, with much anxiety, "what shall we do here in this wide and open pasture, so far from home? How much I wish there was no such thing in nature as thunder and †lightning."

4. "Henry," replied James, "that is a very wrong and wicked *wish*. All the works of God are founded in wisdom, and are intended to answer some benevolent purpose; and did you but understand the importance of lightning to our atmosphere, you could not but consider it one of the most †essential blessings our world enjoys."

5. "Blessing?" said Henry, "can that be called a blessing, which destroys men's lives, and sometimes burns up houses and other †buildings? Only think, how often we hear of people and beasts killed, and buildings burnt by lightning."

6. "I freely admit," said James, "that such awful occurrences sometimes take place. But come, it already begins to rain, and we must seek a shelter, where I will endeavor to explain to you what appears so †contradictory."

7. "But where shall we go," asked Henry; "shall we run to that tall, shady tree yonder?" "No," replied James, "we must not go there." "Well, then, shall we run to that barn, that stands on the hill yonder?" "No," answered James, "neither must we go there." "But what do you mean?" asked Henry, †pettishly; "where shall we go, then?"

8. "I will tell you," said James, "where we must go; and after we get there, I will tell you what I mean. Let us run to yonder thick cluster of underbrush, and take shelter beneath its †foliage." Accordingly, they hastened to the spot, and found a tolerably safe retreat from the rain. After resting a few moments, James said, "I will now endeavor to explain to you, Henry, why you should consider lightning a blessing, rather than a †calamity.

9. "In the first place, you must understand, that the atmosphere, or air which we breathe, is †continually poisoned with noxious vapors arising from the earth,

and whenever it becomes overloaded with these vapors, disease and death will follow. Now, lightning burns up these †poisonous vapors, and renders the air pure and wholesome.

10. "Notwithstanding the frequent instances of the awful effects of lightning in destroying life, etc., to which you have †alluded, yet consider, for a moment, how small is the number of people thus killed, when †compared with the great mass of mankind, who are enabled to live and breathe, in consequence of the purity of the air produced by this self-same agent, lightning.

11. "Besides, you might, with the same †propriety, complain of the wind and the waves, which so often prove destructive to human life and property. But who would dare to wish that the winds might cease to blow, or that the waters of the rivers and the †oceans might be dried up? Let us not be unthankful for these great blessings, merely because some remote and possible evil may be connected with them."

12. "I perceive, and candidly confess my error," said Henry; "but pray inform me, James, why you †objected to going to that tree for shelter; it was full as"—— At that moment, a †tremendous crash was heard not far from them, †immediately followed by an appalling clap of thunder.

13. They looked toward the tree, about which Henry was just speaking, and beheld it †riven from the top to its very roots, with many of its branches scattered about the ground. "There," said James, "is a better answer to the question you were about asking, than was in my power to give you. You will now understand, that it is †extremely dangerous to take refuge, during a thunder-storm, under a tree of any description; and more †especially, under one so high and so distant from other trees as that you mentioned.

14. "But, that you may know the reason why it is thus dangerous, I would observe that the lightning is generally attracted or drawn toward whatever may be the nearest to it; and as trees commonly rise higher, and approach nearer the clouds, than any other object, so they are more exposed, and are more frequently struck by lightning, than any thing else. Had we repaired to that tree for shelter, we probably should have been either torn to pieces, or †dreadfully †injured by the shock."

15. "But the barn," said Henry, "what were your reasons for not going to the barn? That, surely, is not a very high object." Scarcely were these words uttered, when another vivid flash and startling peal rent the heavens, and produced a pause in their conversation; and looking out from under the thick copse, they beheld that same barn in flames. Deeply agitated at the sight, and at their almost miraculous escape, Henry looked toward his companion with a kind of awe, which seemed to say: "Surely, you are a prophet."

16. James, beholding his astonishment, renewed the conversation, by saying, "Think not, Henry, that I have been favored by High Heaven to foresee these events. In refusing to go to those two places you proposed, and which, it now appears, have suffered so much by lightning, I acted only on the ground of †probability. As to the first case, I hope I have already †satisfied your mind. It now only remains, that I assign my reason for not going to the second place you mentioned.

17. "I have somewhere seen the fact stated, that barns are much more liable to be struck by lightning than any other building; and the reason given for it was, 'that the heat or vapor arising from the vegetable matter in barns, creates an ascending current, which forms an excellent conductor for the lightning.'"

EXERCISES.—What did Henry wish? Why did James think such a wish wrong? Of what service is lightning to man? Where are we most exposed to danger from it?

LESSON LVIII.

1. GOS'SA-MER; *n.* a fine substance like cobwebs.
2. RE-FLECT'ING; *v.* giving back an image as a looking-glass does.
3. THREAT'EN-ING; *adj.* denoting evil or danger.
4. PRO-FOUND'; *adj.* deep.
5. TER-RIF'IC; *adj.* terrible; causing terror.
5. SPLEN'DOR; *n.* brightness; brilliancy.
6. CLIFFS; *n.* steep rocks.
7. ALL-SUR-VEY'ING; *adj.* viewing attentively all things.
8. PIN'IONS; *n.* wings.

THE THUNDER-STORM.

REMARK.—In reading poetry, observe carefully the punctuation, as that will often guide you to the sense, and enable you to avoid a tone.

PRONOUNCE correctly. Do not say *nater* for nat-*ure; awf'l* for aw-ful; *thousund* for thou-sand; *buss* for bursts; *behole* for be-hold.

1. DEEP, fiery clouds †o'er-spread the sky,
   Dead stillness reigns in air;
   There is not e'en a breeze on high,
   The gossamer to bear.

2. The woods are hushed, the waters rest,
   The lake is dark and still,
   Reflecting on its †shadowy breast,
   Each form of rock and hill.

3. The lime-leaf waves not in the grove,
   Nor rose-tree in the bower;
   The birds have †ceased their songs of love,
   Awed by the threat'ning hour.

4. 'T is noon; yet nature's calm profound
Seems as at midnight deep;
But hark! what peal of awful sound
Breaks on †creation's sleep?

5. The thunder bursts! its rolling might
Seems the firm hills to shake;
And, in terrific splendor bright,
The gathering †lightnings break.

6. Yet fear not, shrink not, thou, my child!
Though by the bolt's †descent,
Were the tall cliffs in ruins piled,
And the wide forests rent.

7. Doth not thy God behold thee still,
With all-surveying eye?
Doth not his power all nature fill,
Around, beneath, on high?

8. Know, hadst thou eagle-pinions, free
To track the realms of air,
Thou couldst not reach a spot, where He
Would not be with thee there!

9. In the wide city's †peopled towers,
On the vast ocean's plains,
'Mid the deep woodland's †loneliest bowers,
Alike the †Almighty reigns!

10. Then fear not, though the angry sky
A thousand darts should cast:
Why should we tremble e'en to die,
And be with Him at last?

ARTICULATION.

Ngz, ngd. Clangs, clangd: twangs, twangd: rings, ringd.

Nj, njd. Hinge, hingd: cringe, cringd: plunge, plungd.

LESSON LIX.

2. Po-si'tion; *n.* place; state.
2. Ec'sta-sy; *n.* very great delight.
3. Ex-per'i-ment; *n.* trial.
3. Plaint'ive; *adj.* sad; mournful.
3. Ex-cite'ment; *n.* the state of being roused.
4. Man-of-war'; *n.* an armed vessel.
5. Fran'tic; *adj.* raving.
6. Ex-hib'it-ed; *v.* showed.
6. Ec-stat'ic; *adj.* very delightful.
7. Di-min'u-tive; *adj.* very small.

MUSICAL MICE.

Pronounce correctly. Do not say *suddunly* for sud-den-ly; *afterwud* for af-ter-ward; *uppearance* for *a*p-pear-ance; *instuntly* for in-stant-ly; *instunce* for in-st*a*nce; *gentlemun* for gentle-m*a*n; *gesters* for gest-*u*res; *momunt* for mo-ment.

1. On a rainy evening, as I was alone in my chamber, I took up my flute, and †commenced playing a tune. In a few minutes, my †attention was directed to a mouse, that I saw creeping from its hole and †advancing to the chair in which I was sitting.

2. I ceased playing, and it suddenly ran back to its hole. I began again shortly afterward, and was much surprised to see it return and take its old position. The †appearance of the little animal was truly †delightful; it †crouched itself on the floor, shut its eyes, and appeared in an ecstasy.

3. I ceased playing, and it instantly †disappeared again. This experiment I repeated frequently with the same †success, observing that it was always †differently affected, as the music varied from the slow and plaintive to the brisk and lively. It finally went off, and all my arts to induce it to return, were unavail-

ing. Such frequent and powerful excitements probably caused its death.

4. A more †remarkable instance of this fact, appeared in one of the public †journals, not long since. It was †communicated by a gentleman, who was a witness of the interesting scene. As a few officers on board a British man-of-war, in the harbor of Plymouth, were seated around the fire, one of them began to play a very plaintive air on the violin.

5. He had performed but a few minutes, when a mouse, †apparently frantic, made his †appearance in the middle of the floor. The strange gestures of the little animal strongly excited the sympathy of the company, who, with one consent, resolved to suffer it to continue its singular actions †unmolested.

6. Its †exertions now appeared to be greater every moment; it shook its head, leaped about the floor, and exhibited signs of the most ecstatic delight. It was observed, that, in †proportion as the tones of the instrument approached the soft and plaintive, the feelings of the animal appeared to be †increased.

7. After performing actions which an animal so diminutive, would seem, at first sight, †incapable of performing, the little †creature, to the †astonishment of the hitherto delighted †spectators, suddenly ceased to move, fell down and expired, without showing any signs of pain.

EXERCISES.—When the gentleman was playing on his flute, what did he see that excited his attention? When he stopped playing, what did the mouse do? What became of it? Where did another remarkable instance of this kind happen? In what part of England is Plymouth? How did the mouse act? What became of it? What word can you put in the place of "ecstasy," in the 2d paragraph, and make sense? What, in the place of "plaintive," in the 3d paragraph? What in the place of "experiment?"

In the 6th paragraph, what adjective is there in the comparative degree? What, in the superlative? Name the pronouns in the paragraph. How many kinds of pronouns are there?

LESSON LX.

1. Brill'iant; *adj.* sparkling; shining.
2. Di-ver'si-fi-ed; *v.* made various.
3. Pe-cul'iar; *adj.* especially belonging to.
4. Nat'u-ral-ist; *n.* one who is acquainted with objects of nature.
4. Spec'i-men; *n.* a sample.
5. Baf'fled; *v.* defeated; escaped from.
5. Fa-tigue'; *n.* weariness.
7. Con-ject'ur-ed; *v.* guessed.
8. Car'bine; *n.* a short gun.
8. Ro-mance'; *n.* a story without truth.

THE GIRAFFE, OR CAMELOPARD.

Remark.—The words inclosed in parentheses should be read in a softer and lower tone than the other parts of the sentence.

Utter each sound distinctly. Do not say *nat'ralist* for nat-*u*-ral-ist; *wile* for w*h*ile; *spec'men* for spec-*i*-men; *conjecter* for con-ject-*ure*; *hist'ry* for his-to-ry; *'stablish* for *e*s-tab-lish.

1. The †Giraffe is a native of †Africa. It is of singular shape and size, and bears some †resemblance both to the camel and the deer. The mouth is small; the eyes are full and brilliant; the tongue is rough, very long, and ending in a point. The neck is long and slender, and from the shoulder to the top of the head, it measures between seven and eight feet; from the ground to the top of the shoulder, is commonly ten or eleven feet; so that the height of a full grown Giraffe is seventeen or eighteen feet.

2. The hair is of a deep brown color in the male, and of a light, or yellowish brown in the female. The skin is †beautifully diversified with white spots. They have short blunt horns, and hoofs like those of the ox. In their wild state, they feed on the leaves of a gum-bearing tree, peculiar to warm climates.

3. The †Giraffe, like the horse, and other hoofed

animals, defends itself by kicking: and its hinder limbs are so light, and its blows so rapid, that the eye can not follow them. They are †sufficient for its †defense against the lion. It never employs its horns in †resisting the attack of an enemy. Its †disposition is gentle, and it flees to its native forest upon the least alarm.

4. Le Vaillant, (the †celebrated French †traveler and naturalist), was the first who gave us any exact account of the form and habits of the Giraffe. While he was traveling in South Africa, he happened one day to discover a hut, covered with the skin of one of those animals; and learned to his surprise, that he was now in a part of the country where the creature was found. He could not rest contented until he had seen the animal alive, and secured a specimen.

5. Having on several days obtained sight of some of them, he, with his †attendants, on horseback, and †accompanied with dogs, gave chase; but they baffled all pursuit. After a chase of a whole day, which †effected nothing but the fatigue of the party, he began to despair of †success.

6. "The next day," says he, "by sunrise, I was in †pursuit of game, in the hope of obtaining some †provisions for my men. After several hours' fatigue, we saw, at the turn of a hill, seven Giraffes, which my pack of dogs instantly pursued. Six of them went off together; but the seventh, cut off by my dogs, took another way.

7. "I followed the single one at full speed, but in spite of the efforts of my horse, she got so much ahead of me, that, in turning a little hill, I lost sight of her altogether, and I gave up the pursuit. My dogs, however, were not so easily exhausted. They were soon so close upon her, that she was obliged to stop and defend herself. From the noise they made, I conjectured that they had got the animal into a corner, and I again pushed forward.

8. "I had scarcely got round the hill, when I perceived her surrounded by the dogs, and endeavoring to drive them away by heavy kicks. In a moment, I was on my feet, and a shot from my carbine brought her to the earth. I was delighted with my victory. I was now able to add to the riches of natural history. I was now able to destroy the romance which †attached to this animal, and to †establish the truth of its †existence."

EXERCISES.—Of what country is the Giraffe a native? To what height does it attain when full grown? On what does it live? How does it defend itself?

In the 5th paragraph, which are the pronouns? How is *fatigue* governed? Which are the adjectives? Which are the nouns? What kind of words do we call nouns? What is a proper noun?

ARTICULATION.

Pl,	plz,	pld.	Cri^{2}ppl,	cri^{2}ppls,	cri^{2}ppld:	ti^{2}ppls.
Ps,	pst.		Si^{2}ps,	si^{2}pst:	ste^{1}eps,	ste^{1}epst.
Pt,	pts.		Acce^{2}pt,	acce^{2}pts:	pre^{2}cept,	pre^{2}cepts.
Rd,	rdz,	rdst.	G^{3}ird,	g^{3}irds,	g^{3}irdst:	w^{4}ard,	w^{4}ards.
Rk,	rks,	rkst.	J^{3}erk,	j^{3}erks,	j^{3}erkst:	p^{3}ark,	p^{3}arks.
Rkd,	rkdst.		J^{3}erkd,	j^{3}erkdst:		p^{3}arkd,	p^{3}arkdst.
Rt,	rts,	rtst.	Fl^{3}irt,	fl^{3}irts,	fl^{3}irtst:	c^{1}ourt,	c^{1}ourts, &c
Rch,	rchd.		P^{3}erch,	p^{3}erchd:	st^{3}arch,	st^{3}archd:	p^{3}arch, &c.

Exercises on the Vocals.

Let the teacher call the attention of the pupil to the fact that the same vocal element is often represented by different letters. Thus, ^{4}o in *wolf*, and ^{4}u in *full*, represent the same vocal element; also, ^{3}e in *her*, ^{3}i in *sir*, and ^{3}u in *fur*, etc.

^{4}**o**, as in wolf; and ^{4}**u**, as in full.—The bulfinch would build in the bush near the woodbine. Should they put on the bulletin the price of bullion? The woman put wool and sugar into a wooden measure. The bushman's bullet struck the wolf's foot. The roofless rookery was made a bulwark.

^{5}**o**, as in move.—The moody tourist reproved the foolish groom. The poor shoe-black swooned for want of food. We can prove it was the Moor who was doomed to die. The canoe held a group of blooming girls. He will lose his ax in the smooth groove. Do ask the youth to move into the moonlight.

^{1}**u**, as in tube.—The duteous curate sat mute in the pew. The furious duke was duped by a duelist. A lunatic blew a bugle furiously from the cupola. The student uses numerous cubes. Jupiter was called supreme. The jurist sat in the studio. A superior tutor taught the stupid juvenile.

LESSON LXI.

1. WAN'DER-ER; *n.* one who has strayed out of the way.
2. SUS-PENSE'; *n.* doubt; uncertainty.
3. TRAV'ERS-ED; *v.* passed over and examined.
5. AS-CER-TAIN'ED; *v.* made certain.
6. SYM'PA-THĪZ-ED; *v.* felt for.
6. DE-CLIV'I-TY; *n.* descent of land.
10. PRO-CLAIM'ED; *v.* made known publicly.
11. PRO-CES'SION; *n.* a train of persons walking or riding.
13. REP-RE-SEN-TA'TION; *n.* the act of describing or showing.

THE LOST CHILD.

ARTICULATE each letter clearly. Do not say *sep'rated* for sep-*a*-rat-ed; *childen* for chil-d*r*en; *wand'rer* for wan-d*e*r-er; *gath'rin* for gath-*e*r-in*g*; *count'nances* for coun-t*e*-nan-ces; *int'res* for in-ter-es*t*; *hast'ly* for has-t*i*-ly; *ev'ry* for ev-*e*r-y; *d'rected* for d*i*-rect-ed.

1. A FEW years since, a child was lost in the woods. He was out, with his brothers and sisters, gathering berries, and was †accidentally †separated from them, and lost. The children, after looking in vain for some time in search of the little wanderer, returned, just in the dusk of the evening, to inform their parents, that their brother was lost and could not be found.

2. The woods, at that time, were full of bears. The darkness of a cloudy night was rapidly coming on, and the alarmed father, gathering a few of his †neighbors, hastened in search of the lost child. The mother remained at home, almost †distracted with suspense.

3. As the clouds gathered, and the darkness increased, the father and the neighbors, with highly excited fears, traversed the woods in all directions, and raised loud shouts to attract the attention of the

child. But their search was in vain. They could find no trace of the wanderer; and, as they stood under the †boughs of the lofty trees, and listened, that if possible they might hear his feeble voice, no sound was borne to their ears but the †melancholy †moaning of the wind, as it swept through the thick branches of the forest.

4. The gathering clouds threatened an approaching storm, and the deep darkness of the night had already †enveloped them. It is difficult to conceive what were the feelings of that father. And who could †imagine how deep the distress which filled the bosom of that mother, as she heard the wind, and beheld the darkness in which her child was wandering!

5. The search was continued in vain, till nine o'clock in the evening. Then, one of the party was sent back to the village, to collect the †inhabitants for a more †extensive search. The bell rung the alarm, and the cry of fire †resounded through the streets. It was, however, †ascertained that it was not fire which caused the alarm, but that the bell tolled the more solemn tidings of a lost child.

6. Every heart sympathized in the sorrows of the distracted parents. Soon, multitudes of the people were seen ascending the †hill, upon the declivity of which the village stood, to aid in the †search. Ere long, the rain began to fall, but no tidings came back to the village of the lost child. Hardly an eye was that night closed in sleep, and there was not a mother who did not feel for the parents.

7. The night passed away, and the morning †dawned, and yet no tidings came. At last, those engaged in the search, met together, and held a †consultation. They made †arrangements for a more minute search, and agreed that, in case the child was found, a gun should be fired, to give a signal to the rest of the party.

8. As the sun arose, the clouds were †scattered, and the whole †landscape †glittered in the rays of the bright morning. But that village was deserted and still. The stores were closed, and †business was hushed. Mothers were walking the streets, with †sympathizing †countenances and anxious hearts. There was but one thought there: "What has become of the lost child?"

9. All the †affections and interest of the neighborhood, were flowing in one deep and broad channel toward the little wanderer. About nine in the morning, the signal gun was fired, which †announced that the child was found; and for a moment, how dreadful was the †suspense! Was it found a mangled †corpse, or was it alive and well?

10. Soon, a joyful shout proclaimed the safety of the child. The shout was borne from †tongue to tongue, till the whole forest rang again with the joyful sound. A †messenger rapidly bore the tidings to the distracted mother. A procession was †immediately formed by those engaged in the search. The child was placed upon a platform, hastily formed from the boughs of trees, and borne in triumph at the head of the procession. When they arrived at the brow of the hill, they rested for a moment, and proclaimed their success with three loud and †animated cheers.

11. The procession then moved on, till they arrived in front of the dwelling, where the parents of the child resided. The mother, who stood at the door, with †streaming eyes and †throbbing heart, could no longer restrain herself or her feelings.

12. She rushed into the street, clasped her child to her bosom, and wept aloud. Every eye was filled with tears, and, for a moment, all were silent. But suddenly, some one gave a signal for a shout. One loud, and long, and happy note of joy rose from the †assem-

bled multitude, and they then went to their business and their homes.

13. There was more joy over the one child that was found, than over the ninety and nine that went not †astray. Likewise, there is joy in the presence of the angels of God, over one sinner that repenteth. But still, this is a feeble representation of the love of our Father in heaven for us, and of the joy with which the angels welcome the returning wanderer.

14. The mother can not feel for her child that is lost, as God feels for the unhappy wanderer in the paths of sin. If a mother can feel so much, what must be the feelings of our Father in heaven, for those who have strayed from his love? If man can feel so deep a sympathy, what must be the †emotions which glow in the bosom of angels?

EXERCISES.—What is this story about? Where was the child lost? Who went out in search of the little wanderer? What was to be the signal, when they found the child? Did they find him the first night? What did the neighbors then do? What sound proclaimed the recovery of the child? How was the child taken to its mother? What were the feelings of the mother on beholding it? When is there joy in heaven? Does not this imply the great worth of the soul?

ARTICULATION.

Rl, rlz, rlst. Snarl, snarls, snarlst: twirl, twirls, &c.

Rld, rldst. Snarld, snarldst: twirld, twirldst, furld, &c.

EXERCISES ON THE VOCALS.

ŭ, as in *tub*; and o, as in *love*.—The humble hut of the rustic is seen at dusk. Does the bluff huckster's son sell nuts? The musket and cutlass must be taken into the country. The blunt sculptor loves a rough scuffle. Some one found the buttons and buckles in the dust. The butterfly was found somewhere on the sunny bank.

LESSON LXII.

1. Trem'u-lous; *adj.* trembling; shaking.
1. Ex-hale'; *v.* to send out; to give out.
1. Fra'grance; *n.* sweetness of smell.
1. Buoy'ant; *adj.* light.
2. Spray; *n.* a small branch; a twig.
2. Ex-ult'ing; *adj.* rejoicing; glad.
2. Tri-umph'ant; *adj.* rejoicing in victory.
3. Rapt'ure; *n.* great joy.

THE SKY-LARK.

Utter each sound distinctly. Do not say *tremlous* for trem-*u*-lous; *exale* for ex-*h*ale; *neares* for near-es*t*; *sweetes* for sweet-es*t*. See Ex. on pages 24 to 28.

1. The sky-lark, when the dews of morn
Hang tremulous on flower and thorn,
And †violets round his nest exhale
Their fragrance on the early gale,
To the first †sunbeam spreads his wings,
Buoyant with joy, and soars, and sings.

2. He rests not on the †leafy spray,
To warble his exulting lay,
But, high above the morning cloud
Mounts in triumphant freedom proud;
And swells, when nearest to the sky,
His sweetest notes of †ecstasy.

3. Thus, my †Creator! thus the more
My spirit's wing to Thee can soar,
The more she †triumphs to behold
Thy love in all thy works unfold:
And bids her hymns of rapture be
Most glad when rising most to Thee.

Exercise.—What should the happiness and the merry singing of the birds teach us?

LESSON LXIII.

1. Port-man'teau; *n.* (pro. *port-man'to*), a kind of bag to carry clothes in.
2. Cu'ri-ous; *adj.* made with [skill.
3. Con-struc'tion; *n.* the manner of putting together the parts of a machine.
3. Ex'qui-site; *adj.* exact; delicate.
4. As-cer-tain'; *v.* to find out.
10. Screen; *n.* a curtain; a cover.
20. De-ci'pher-ing; *v.* explaining.
20. Man'u-script; *n.* a book or paper written with the hand or pen.
20. Con-ject'ure; *n.* guess.
30. Rep-re-sen-ta'tion; *n.* image.

A WONDERFUL INSTRUMENT.

Pronounce correctly. Do not say *distribiting* for dis-trib-*u*-ting; *injerry* for in-j*u*-ry; *valew* for val-*ue*; *ackerit* for ac-c*u*-rate; *mannyscripts* for man-*u*-scripts; *conjecter* for con-ject-*ure*.

1. A gentleman, just returned from the city, was †surrounded by his children, who were eager to hear the news; and still more eager to see the contents of a small portmanteau, which were, one by one, carefully unfolded and displayed to view. After distributing among them a few presents, the father took his seat again, and the following conversation took place.

2. *Father.* I have brought from the city, for my own use, something far more curious and valuable than any of the little gifts which you have †received. It is too good to *present* to any of you, but I will give you a brief †description of it, and then, perhaps, allow you to examine it.

3. This small instrument displays the most perfect †ingenuity of construction, and the most exquisite beauty of †workmanship. From its extreme †delicacy, it is so easily injured that a sort of light †curtain,

adorned with a beautiful fringe, is always provided, and so placed as to fall, in a moment, on the approach of the slightest danger. Its external †appearance is always more or less beautiful, although in this respect, there is a great †variety in the different sorts.

4. But the internal construction is the same in all, and is, in the highest degree, curious and wonderful. By a slight movement, easily effected by the person to whom it belongs, you can ascertain, with great †accuracy, the size, color, shape, †weight, and value of any article whatever. A person, who has one of these instruments, is saved the trouble of asking a thousand questions, and of making †troublesome †experiments, and, at the same time, by its use, he obtains much more †information than he could in any other way.

5. *Edward.* If they are such very useful things, I wonder that every body that can afford it, does not have one.

6. *Father.* They are not so uncommon as you may suppose. I know several persons who have one or two of them.

7. *Edward.* How large is it, father? Could I hold it in my hand?

8. *Father.* You might; but I should be very sorry to trust *mine* with you.

9. *Edward.* You will be obliged to take very great care of it, then.

10. *Father.* Indeed, I must. I intend every night to †inclose it in the small screen of which I told you; and it must, besides, sometimes be washed in a certain †colorless fluid, kept for this purpose. But notwithstanding the †tenderness of this instrument, it may be darted to a great distance, without the least injury or any danger of losing it.

11. *Henry.* How high can you dart it, father?

12. *Father.* I am almost afraid to tell you, lest you should think I am †jesting.

13. *Edward.* Higher than this house, I suppose!

14. *Father.* Much higher.

15. *Henry.* Then how do you get it again?

16. *Father.* It is easily cast down by a gentle movement that does it no injury.

17. *Edward.* But who can do this?

18. *Father.* The person whose business it is to take care of it.

19. *Henry.* Well, I can not understand you at all; but do tell us, father, what it is chiefly used for.

20. *Father.* Its uses are so various, that I know not which to mention. It is of great service in deciphering old manuscripts, and, indeed, has its use in modern prints. It will assist us greatly in †acquiring all kinds of knowledge, and without it, some of the most sublime parts of creation would be matter of mere conjecture.

21. *Edward.* Well, tell us something more about it.

22. *Father.* It is of a very †penetrating quality, and can often discover secrets which could be †detected by no other means. It must be confessed, however, that it is equally liable to reveal them.

23. *Henry.* What! can it speak, then?

24. *Father.* It is sometimes said to do so; especially if it meets with one of its own †species.

25. *Edward.* Of what color is it?

26. *Father.* They vary in this respect.

27. *Edward.* Of what color is yours?

28. *Father.* I believe it is of a darkish color, but, to confess the truth, I never saw it in my life.

29. *Both. Never saw it in your life?*

30. *Father.* No, nor do I wish to see it; but *I have* seen a representation of it, which is so exact that my †curiosity is perfectly †satisfied.

31. *Edward.* But why don't you look at the thing itself?

32. *Father.* I should be in danger of losing it, if I did.

33. *Henry.* Then you could buy another.

34. *Father.* Nay, I believe that I could not prevail on any body to part with such a thing.

35. *Edward.* Then how did you get this one?

36. *Father.* I am so fortunate as to have more than one; but how I got them I really can not recollect.

37. *Edward.* Not recollect? Why, you said you brought them from the city to-night!

38. *Father.* So I did. I should be sorry if I had left them behind me.

39. *Henry.* Tell, father, do tell us the name of this WONDERFUL INSTRUMENT.

40. *Father.* It is called—an EYE.

EXERCISES.—What is the most wonderful instrument ever made? Who is the maker of this instrument? What do we call the curtain which falls before it? What do we call the fringe? What is meant by darting the eye to a distance? What is meant by casting it down? How is it that a person can not see his own eye? In what way does he see its representation? What does this wonderful instrument prove with regard to its Maker?

ARTICULATION.

Rm, rmz,	rmst.	^{4}Swarm,	^{4}swarms,	^{4}swarmst:	^{3}arm, &c.
Rmd, rmdst.		^{4}Swarmd,	^{4}swarmdst:	^{3}armd,	^{3}armdst.
Rn, rnz,	rnst.	^{3}Learn,	^{3}learns,	^{3}learnst:	^{3}earn, &c.
Rnd, rndst.		^{3}Learnd,	^{3}learndst:	^{3}earnd,	^{3}earndst.

EXERCISES ON THE VOCALS.

^{3}**u,** as in *fur.*—The burglar hid the purple purse near the furnace. The surgeon spoke further of the murder of the nurse. From the turnpike you can hear the murmur of the surf. The burly beggar turned near the turret.

LESSON LXIV.

1. QUAD'RU-PED; *n.* an animal having four legs and feet.
1. PEND'U-LOUS; *adj.* hanging down.
1. COM'MERCE; *n.* trade.
1. PRO-BOS'CIS; *n.* snout; trunk.
3. STRAT'A-GEM; *n.* artifice.
3. DOC'ILE; *adj.* teachable.
6. AR'RACK; *n.* a spirituous liquor made from the juice of the cocoa-nut.
6. A-SY'LUM; *n.* a refuge.
6. VIG'OR-OUS-LY; *adv.* with great strength.
7. UN-WIELD'Y; *adj.* heavy; unmanageable.
7. CA-RESS'ING; *v.* treating with fondness.
7. TAC'IT-LY; *adv.* silently.
8. EP-I-DEM'IC; *adj.* affecting many people.
8. NA'BOB; *n.* a prince in India.

THE ELEPHANT.

PRONOUNCE correctly. Do not say *elephunt* for el-e-phant; *commuss* for com-merce; *attact* for at-tack; *together* for to-geth-er; *ɔluz* for *al-ways*; *dreadf'l* for dread-ful.

1. THE †elephant is the largest of quadrupeds; his height is from eight to fourteen feet, and his length from ten to fifteen feet. His form is that of a hog; his eyes are small and lively; his ears are long, broad, and pendulous. He has two large tusks, which form the ivory of commerce, and a trunk or proboscis at the end of the nose, which he uses to take his food with, and for attack or defense. His color is a dark ash brown.

2. Elephants often †assemble in large troops; and as they march in search of food, the forests seem to tremble under them. They eat the branches of trees, together with roots, herbs, leaves, grain, and fruit, but will not touch fish nor flesh. In a state of nature, they are †peaceable, mild, and brave; exerting their power only for their own protection, or in †defense of their own †species.

3. Elephants are found both in Asia and †Africa, but they are of different species, the †Asiatic elephant having five toes, and the African, three. These animals are caught by stratagem, and when tamed, they are the most gentle, obedient, and patient, as well as the most docile and †sagacious of all quadrupeds. They are used to carry burdens, and for †traveling. Their †attachment to their masters is †remarkable; and they seem to live but to serve and obey them. They always †kneel to receive their riders or the loads they have to carry.

4. The †anecdotes †illustrating the †character of the elephant, are numerous. An elephant, which was kept for †exhibition at London, was often required, as is usual in such exhibitions, to pick up with his trunk a piece of money, thrown upon the floor for this purpose. On one occasion, a sixpence was thrown, which happened to roll a little out of his reach, not far from the wall. Being desired to pick it up, he stretched out his proboscis several times to reach it; failing in this, he

stood motionless a few seconds, †evidently †considering how to act.

5. He then stretched his proboscis in a straight line as far as he could, a little distance above the †coin, and blew with great force against the wall. The angle †produced by the †opposition of the wall, made the †current of air act under the coin, as he evidently supposed it would; and it was curious to observe the sixpence traveling toward the animal, till it came within his reach, and he picked it up.

6. A soldier in India, who had frequently carried an elephant some arrack, being one day †intoxicated, and seeing himself pursued by the guard, whose orders were to conduct him to prison, took refuge under the elephant. The guard soon finding his retreat, †attempted in vain to take him from his asylum; for the elephant vigorously defended him with his trunk.

7. As soon as the †soldier became sober, and saw himself placed under such an unwieldy animal, he was so †terrified that he scarcely durst move either hand or foot; but the elephant soon caused his fears to subside, by †caressing him with his trunk, and thus tacitly saying, "Depart in peace."

8. A pleasing anecdote is related of an elephant, which was the property of the nabob of Lucknow. There was, in that city, an epidemic †disorder, making dreadful †havoc among the inhabitants. The road to the palace gate was covered with the sick and dying, lying on the ground at the moment the nabob was about to pass.

9. Regardless of the suffering he must cause, the nabob held on his way, not caring whether his beast trod upon the poor helpless creatures or not. But the animal, more kind-hearted than his master, carefully cleared the path of the poor, helpless †wretches as he went along. Some he lifted with his trunk, entirely

out of the road. Some he set upon their feet, and among the others, he stepped so †carefully, that not an †individual was injured.

EXERCISES.—Of what countries is the elephant a native? Upon what does he feed? Of what use is he, when tamed? What good qualities does he possess? What is said of an elephant's getting the piece of money? What, of protecting the soldier? What, of sparing the sick, who were lying upon the ground?

LESSON LXV.

2. COW'ER-ING; *adj.* stooping or bending down.
2. COPSE; (pro. *cops.*) *n.* a grove of small trees or bushes.
4. SA-GA'CIOUS; *adj.* quick in discernment.
6. IM-PER'TI-NENT; *adj.* rude; intrusive.
8. KEN'NEL; *n.* a place for dogs.
11. MI-GRA'TION; *n.* change of place; removal.
13. DOM'I-CILE; *n.* the home or residence of any one.
14. DIS-CON-CERT'ED; *v.* interrupted; confused.
15. REC-OG-NI'TION; *n.* recollection of a former acquaintance.

ANECDOTES OF BIRDS.

REMARK.—Your improvement in reading will not depend so much upon the quantity you read, as upon the care and attention which you bestow upon individual words and sentences.

PRONOUNCE correctly. Do not say *tremenjus* nor *tremendious* nor *tremenduous* for tre-men-*dous*; *impydent* for im-*pu*-dent; *inter-est'ing* for in'ter-est-ing; *ackeritly* for ac-*cu*-rate-ly; *eddycated* for ed-*u*-ca-ted; *considud* for con-sid-*er*'d *parunt* for par-*ent*; *disconsuted* for dis-con-*cert*-ed.

1. I HAD once a favorite black hen, "a great beauty," she was called by every one, and so I thought her; her feathers were so jetty, and her topping so white and full! She knew my voice as well as any dog, and used to run cackling and bustling to my hand to re-

ceive the fragments that I never failed to collect from the breakfast table for "Yarico," as she was called.

2. Yarico, by the time she was a year old, hatched a respectable family of chickens; little, cowering, timid things at first, but, in due time, they became fine chubby ones; and old Nora said, "If I could only keep Yarico out of the copse, it would do; but the copse is full of weasels and of foxes.

3. "I have driven her back twenty times; but she watches till some one goes out of the gate, and then she's off again. It is always the case with young hens, Miss; they think they know better than their keepers; and nothing cures them but losing a brood or two of chickens." I have often thought since, that young people as well as young hens, buy their †experience equally dear.

4. One morning, after breakfast, I went to seek my favorite in the poultry-yard; plenty of hens were there, but no Yarico. The gate was open, and, as I concluded she had sought the forbidden copse, I proceeded there, accompanied by the †yard-mastiff, a noble fellow, steady and sagacious as a judge.

5. At the end of a lane, flanked on one side by a quickset hedge, on the other by a wild common, what was called the copse †commenced; but before I arrived near the spot, I heard a loud and tremendous cackling, and met two young, long-legged pullets, running with both wings and feet toward home. Jock pricked up his sharp ears, and would have set off at full gallop to the copse; but I restrained him, hastening onward, however, at the top of my speed, thinking I had as good a right to see what was the matter as Jock.

6. Poor Yarico! An impertinent fox-cub had attempted to carry off one of her children; but she had managed to get them behind her in the hedge, and venturing boldly forth, had placed herself in front, and

†positively kept the impudent animal at bay. His desire for plunder had prevented his †noticing our approach, and Jock soon made him feel the †superiority of an English mastiff over a cub-fox.

7. The most interesting portion of my tale is to come. Yarico not only never afterward ventured to the copse, but formed a strong friendship for the dog, which had preserved her family. Whenever he appeared in the yard, she would run to meet him, prating and clucking all the time, and impeding his progress by walking between his legs, to his no small †annoyance. If any other dog entered the yard, she would fly at him most furiously, thinking, perhaps, that he would injure her chickens; but she †evidently considered Jock her especial †protector, and treated him accordingly.

8. It was very droll to see the †peculiar look with which he regarded his feathered friend; not knowing exactly what to make of her civilities, and doubting how they should be received. When her family were educated, and able to do without her care, she was a frequent visitor at Jock's kennel, and would, if permitted, roost there at night, instead of returning with the rest of the poultry to the hen-house. Yarico †certainly was a most grateful and interesting bird.

9. One could almost believe a parrot had †intellect, when he keeps up a conversation so †spiritedly; and it certainly is singular to observe how †accurately a well-trained bird will apply his knowledge. A friend of mine knew one that had been taught many †sentences; thus, "Sally, Poll wants her breakfast!" "Sally, Poll wants her tea!" but she never mistook the one for the other; breakfast was †invariably demanded in the morning, and tea in the afternoon; and she always hailed her master, but no one else, by "How do you do, Mr. A?"

10. She was a most amusing bird, and could whistle dogs, which she had great pleasure in doing. She would drop bread out of her cage as she hung at the street door, and whistle a number about her, and then, just as they were going to possess themselves of her bounty, utter a shrill scream of "Get out, dogs!" with such †vehemence and †authority, as dispersed the assembled company without a morsel, to her infinite delight.

11. How wonderful is that instinct, by which the bird of passage performs its annual migration! But how still *more* wonderful is it, when the bird, after its voyage of thousands of miles has been †performed, and new lands visited, returns to the †precise window or eaves where, the summer before, it first enjoyed existence! And yet, such is †unquestionably the fact.

12. Four brothers had watched with indignation the felonious attempts of a sparrow to possess himself of the nest of a house-martin, in which lay its young brood of four †unfledged birds.

13. The little fellows considered themselves as champions for the bird which had come over land and sea, and chosen its shelter under their mother's roof. They therefore †marshaled themselves with blow-guns, to execute summary †vengeance; but their well-meant endeavors brought †destruction upon the mud-built domicile they wished to defend. Their artillery loosened the foundations, and down it came, precipitating its four little inmates to the ground. The mother of the children, good Samaritan-like, replaced the little outcasts in their nest, and set it in the open window of an unoccupied chamber.

14. The parent-birds, after the first terror was over, did not appear disconcerted by the change of situation, but hourly fed their young as usual, and testified, by their unwearied twitter of pleasure, the satisfaction and

confidence they felt. There the young birds were duly fledged, and from that window they began their flight, and entered upon life.

15. The next spring, with the reappearance of the martins, came four, which familiarly flew into the chamber, visited all the walls, and expressed their recognition by the most clamorous twitterings of joy. They were, without question, the very birds that had been bred there the preceding year.

EXERCISES.—What birds are mentioned in this story? How did the hen show her courage? What feelings did she afterward cherish toward the dog? How did the parrot show her sagacity? What is said of martins?

ARTICULATION.

Sk, sks, skt. Frisk[2], frisks[2], friskd[2]: whisk[2], whisks[2], &c.
Sp, sps, spt. Grasp[3], grasps[3], graspd[3]: clasp[3], clasps[3], &c.
St, sts. Feast[1], feasts[1]: boast[1], boasts[1]: toast[1], &c.

Tl, tlz, tlst. Whittl[2], whittls[2], whittlst[2]: bottl[2], &c.
Tld, tldst. Whittld[2], whittldst[2]: bottld[2], bottldst[2].
Ts, tst. Frets[2], fretst[2]: sets[2], setst[2].

Vz, vst. Moves[5], movst[5]: shoves[6], shovst[6]: solves[2], &c.
Zm, zmz. Prism[2], prisms[2]: plasm[2], plasms[2]: chrism[2], &c.
Zn, znz. Prisn[2], prisns[2]: reasn[1], reasns[1]: seasn[1], &c.

EXERCISES ON THE VOCALS.

oi, oy; as in *oil*, *boy*.—The p*oi*nter's j*oy*ous v*oi*ce ann*oy*s him. Let the l*oy*al sons of t*oi*l rej*oi*ce. His b*oy*hood was dev*oi*d of f*oi*bles. The ch*oi*ce of the r*oy*alist was a v*oy*age to Tr*oy*. The s*oi*l is dev*oi*d of m*oi*sture. A n*oi*sy, b*oi*sterous l*oi*terer took a c*oi*n from the t*oy*-shop.

LESSON LXVI.

1. Sac'ri-fice; *n.* worship.
1. Fur'row; *n.* wrinkle.
3. Con-trol'; *n.* power.
3. Fount'ain; *n.* a spring.

RELIGION IN YOUTH.

Pronounce correctly. Do not say *furrer* for fur-*row*; *sorrer* for sor-*row*; *freshniss* for fresh-ness; *springith* for spring-eth; *heavun* for heav-*en* (*pro.* heav'n).

1. Young and happy while thou art,
Not a furrow on thy brow,
Not a †sorrow in thy heart,
Seek the Lord thy †Savior now.
In its †freshness bring the flower,
While the dew upon it lies,
In the cool and cloudless hour,
Of the morning sacrifice.

2. It is not earthly †pleasure,
That withers in a day;
It is not mortal †treasure,
That †flieth soon away;
It is not friends that leave us,
It is not sense nor sin,
That smile but to †deceive us,
Can give us peace within.

3 But 'tis †religion bringeth
Joy beyond earth's control;
Rich from the throne it springeth,
A fountain to the soul;
He that is meek and lowly
The Savior's face shall see;
To none but to the holy
Heaven's gates shall opened be.

LESSON LXVII.

1. Bless'ed; *v.* happy.
1. In-her'it; *v.* to come into possession of.
4. Re-vile'; *v.* to speak against without cause.
5. De-spite'ful-ly; *adv.* maliciously.
6. Pub'li-can; *n.* a collector of taxes. (These, among the Jews, were very bad men.)

EXTRACT FROM THE SERMON ON THE MOUNT.

Remark.—The words *Lord* and *God* are seldom pronounced with that full and solemn sound that is proper. *Lud* and *Laward*, and *Gud* and *Gawd*, are too frequently used instead of the proper sounds. If the pupil can learn to speak the three words, O—Lord—God, in a clear, full, and solemn tone, it will be worth no little attention.

Articulate the *r* in the following words; *poor. their, hunger, are, pure, members, forswear, perform, earth, neither, heard, more, therefore, perfect.* See Ex. V, page 27.

1. Blessed are the poor in spirit; for theirs is the kingdom of heaven. Blessed are they that mourn; for they shall be comforted. Blessed are the meek; for they shall inherit the earth.

2. Blessed are they which do hunger and thirst after †righteousness; for they shall be filled. Blessed are the †merciful; for they shall obtain mercy. Blessed are the pure in heart; for they shall see God.

3. Blessed are the †peace-makers; for they shall be called the children of God. Blessed are they which are persecuted for righteousness' sake; for theirs is the kingdom of heaven.

4. Blessed are ye when men shall revile you, and persecute you, and shall say all manner of evil against you falsely, for my sake. Rejoice and be exceeding glad; for great is your reward in heaven.

5. Ye have heard that it hath been said, Thou shalt love thy neighbor and hate thine enemy: but I say unto you, Love your †enemies, bless them that curse you, do good to them that hate you, and pray for them which despitefully use you and †persecute you; that ye may be the children of your Father which is in heaven: for He maketh His sun to rise on the evil and on the good, and sendeth rain on the just and on the unjust.

6. For if you love them which love you, what reward have ye? do not even the publicans the same? And if ye †salute your brethren only, what do ye more than others? do not even the publicans so? Be ye, therefore, perfect, even as your Father which is in heaven is perfect.

EXERCISES.—Who delivered this sermon? Why are the poor in spirit blessed or happy? Why, they that mourn? What kind of mourners are intended?

Why are the meek happy? Why, they who hunger and thirst after righteousness? Why, the merciful? Why, the pure in heart? Why, peace-makers? Why, the persecuted for righteousness' sake? What should we do to our enemies? What does God do to the evil and the good?

In the first sentence, for what does the pronoun *theirs* stand? Which are the nouns in this sentence? Which are the verbs? Which is the conjunction?

Which words are in the objective case? Which in the nominative? What does the word *nominative* mean? See Pinneo's Primary Grammar, Art. 94, page 51.

ARTICULATION.

Zl, zlz, zlst.	Dazzl,	dazzls,	dazzlst:	muzzl, &c.
	Puzzl,	puzzls,	puzzlst:	guzzl, &c.
Zld, zldst.	Dazzld,	dazzldst:	muzzld,	muzzldst.
	Puzzld,	puzzldst:	guzzld,	guzzldst.

LESSON LXVIII.

1. Cat'a-ract; *n.* a great fall of water.
2. O-ver-flow'ing; *v.* running over.
2. Ex'qui-site; *adj.* very sensibly felt.
3. Pois'ed; *v.* balanced.
3. Gob'let; *n.* a kind of cup or drinking vessel.
3. Nec'tar; *n.* the drink of the gods.
3. In-tru'sive-ly; *adv.* without right or welcome.
3. Re-verts'; *v.* returns.

THE OLD OAKEN BUCKET.

Sound each letter clearly. Do not say *chilchood* for child-hood; *fon* for fond; *wile-wood* for wild-wood; *boun* for bound; *covud* for cov-er'd.

1. How dear to my heart are the scenes of my childhood,
When fond †recollection presents them to view!
The orchard, the meadow, the deep †tangled wild-wood,
And every loved spot which my infancy knew;
The wide-spreading pond, and the mill that stood by it;
The bridge and the rock where the cataract fell;
The cot of my father, the †dairy-house nigh it,
And e'en the rude †bucket which hung in the well:
The old oaken bucket, the iron-bound bucket,
The moss-covered bucket which hung in the well.

2. That moss-covered vessel I hail as a †treasure;
For often, at noon, when returned from the field,
I found it the source of an exquisite †pleasure,
The purest and sweetest that nature can yield.
How ardent I seized it, with hands that were glowing,
And quick to the white-pebbled bottom it fell;
Then soon, with the †emblem of truth overflowing,
And dripping with coolness, it rose from the well:
The old oaken bucket, the iron-bound bucket,
The moss-covered bucket arose from the well.

3. How sweet from the green mossy brim to †receive it,
As poised on the curb, it inclined to my lips!
Not a full blushing goblet could tempt me to leave it,
Though filled with the nectar which †Jupiter sips;
And now, far removed from thy †loved situation,
The tear of regret will intrusively swell,
As fancy reverts to my father's †plantation,
And sighs for the bucket which hangs in the well:
The old oaken bucket, the iron-bound bucket,
The moss-covered bucket, which hangs in the well.

ARTICULATION.

Check^{2}dst, wrong^{2}dst, chuckl^{2}dst, entomb^{5}dst, warp^{4}dst, whelm^{2}dst, harp^{3}dst, curv^{3}dst, alb^{2}s, bulb^{2}s, helv^{2}d, belch^{2}d, turf^{3}dst, engulf^{2}dst, imprison^{2}dst, return^{3}dst.

LESSON LXIX.

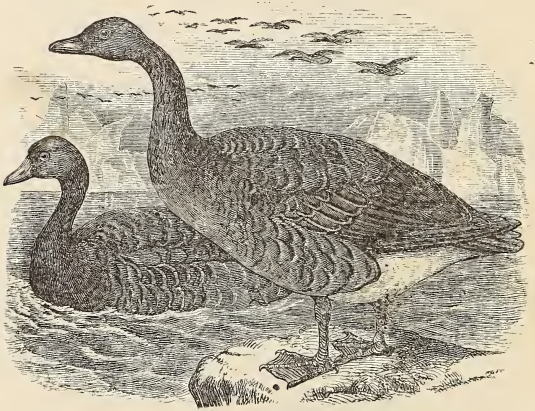
2. Des-ti-na'tion; *n.* place to be reached.
2. Un-de'vi-a-ting; *adj.* not mistaking.
6. Plash'y; *adj.* watery; having many puddles.
6. Chaf'ed; *a.* made rough by rubbing.
7. Il-lim'it-a-ble; *adj.* without limit or end.
10. A-byss'; *n.* an immeasurable depth or space.
11. Zone; *n.* a division of the earth according to the heat or cold.

THE WILD GOOSE.

1. On the approach of spring, we are †accustomed to see flocks of these birds, high in the air, †arranged in a straight line, or in two lines coming to a point. In both cases, they are led on by an old gander, who, every now and then, pipes forth his well known "honk," as if to ask how they all come on; and the "honk," of

"all's well," is returned by some of the party. They continue their flight, day and night, †usually in a straight line.

2. It is generally supposed that these flocks of wild geese are going to the northern lakes. But the people there are as ignorant as we are, of their destination. In the region of the lakes they are still seen, pursuing their northern journey, with undeviating instinct and †unwearied wing.



3. On their return, vast numbers of the geese are killed by the †sportsmen, in the northern, western, and southern waters. The wounded ones are often tamed, and †readily pair with the common gray goose. It is supposed, that to one of these birds are addressed the following beautiful lines, "To a water-fowl," written by Mr. Bryant.

4. Whither 'mid falling dew,
While glow the heavens with the last steps of day,
Far, through the rosy depths, dost thou pursue
Thy †solitary way?

5. Vainly the fowler's eye
Might mark thy distant flight to do thee wrong,
As, darkly painted on the crimson sky,
Thy figure floats along.

6. Seek'st thou the plashy brink
Of weedy lake, or †marge of river wide,
Or where the rocky billows rise and sink
On the chafed ocean's side?

7. There is a power whose care
Teaches thy way along that pathless coast,
The desert and illimitable air,
Lone wandering, but not lost.

8. All day, thy wings have fanned,
At that far height, the cold, thin †atmosphere;
Yet stoop not, weary, to the welcome land,
Though the dark night is near.

9. And soon that toil shall end,
Soon shalt thou find a summer home, and rest,
And scream among thy fellows; reeds shall bend,
Soon o'er thy sheltered nest.

10. Thou rt gone; the abyss of heaven
Hath swallowed up thy form; yet, on my heart,
Deeply has sunk the lesson thou hast given,
And shall not soon depart.

11. He, who, from zone to zone,
Guides through the boundless sky thy certain flight,
In the long way that I must tread alone,
Will lead my steps aright.

EXERCISES.—In what manner do wild geese fly? What kind of noise do they make? Where is it generally supposed that they go? Who takes care of them and guides them? What is that kind of knowledge that animals possess called? In the last sentence, to whom does "He" refer? To what is it nominative?

LESSON LXX.

PROVERBS FROM THE BIBLE.

1. My son, forget not my law; but let thine heart keep my commandments: for length of days, and long life, and peace, shall they add to thee.

2. Trust in the Lord with all thine heart; and lean not unto thine own understanding. In all thy ways acknowledge him, and He shall direct thy paths.

3. Enter not into the path of the wicked, and go not in the way of evil men. Avoid it; pass not by it; turn from it and pass away.

4. My son, keep thy father's commandments, and forsake not the law of thy mother. Bind them continually upon thy heart, and tie them about thy neck.

5. He that gathereth in summer is a wise son: but he that sleepeth in harvest is a son that causeth shame. Blessings are upon the head of the just, but violence covereth the mouth of the wicked.

6. As vinegar to the teeth, and as smoke to the eyes, so is the sluggard to them that send him.

7. A righteous man regardeth the life of his beast: but the tender mercies of the wicked are cruel.

8. There shall no evil happen to the just, but the wicked shall be filled with mischief. Lying lips are an abomination to the Lord: but they that deal truly are his delight.

9. A soft answer turneth away wrath, but grievous words stir up anger. The tongue of the wise useth knowledge aright: but the mouth of fools poureth out foolishness.

Exercises.—In whom should we always trust? What is promised to the just? What is said of lying lips?

LESSON LXXI.

1. Drear'y; *adj.* dismal; gloomy.
1. Driz'zling; *adj.* to fall in small drops.
1. Man'gled; *adj.* wounded.
2. Bat'tling; *adj.* fighting.
2. Sheath'ed; *v.* thrust into.
2. Quiv'er-ing; *adj.* trembling.
6. Nest'led; *v.* laid close.
7. Lake'let; *n.* a little lake.
8. Trem'u-lous; *adj.* trembling.
9. For'eign; *adj.* not native; distant.
10. Dis-turb'ed; *v.* interfered with.
10. Em-brace'; *n.* encircling with the arms.

THE BROTHERS.

1. What! was it a dream? am I all alone
In the dreary night and the drizzling rain?
Hist!—ah, it is only the river's moan;
They have left me behind with the mangled slain.

2. Yes, now I remember it all too well!
We met, from the battling ranks apart;
Together our weapons flashed and fell,
And mine was sheathed in his quivering heart.

3. In the †cypress gloom, where the deed was done,
It was all too dark to see his face;
But I heard his death groans, one by one,
And he holds me still in a cold embrace.

4. He spoke but once, and I could not hear
The words he said for the cannon's roar;
But my heart grew cold with a deadly fear—
O God! I had heard that voice before!

5. Had heard it before at our mother's knee,
When we lisped the words of our evening prayer!
My brother! oh, would I had died for thee!
This burden is more than my soul can bear!

6. I pressed my lips to his death-cold cheek,
And begged him to show me, by word or sign,
That he knew and forgave me: he could not speak,
But he nestled his poor cold face to mine.

7. The blood flowed fast from my wounded side,
And then for a while I forgot my pain,
And over the lakelet we seemed to glide
In our little boat, two boys again.

8. And then, in my dream, we stood alone
On a forest path, where the shadows fell;
And I heard again the tremulous tone,
And the tender words of his last farewell.

9. But that parting was years, long years ago:
He wandered away to a foreign land;
And our dear old mother will never know
That he died to-night by his brother's hand.

* * * * * *

10. The soldiers who buried the dead away,
Disturbed not the clasp of that last embrace;
But laid them to sleep till the †Judgment-day,
Heart folded to heart, and face to face.

Exercises.—What is this lesson about? Where did the brothers meet? When and where had they parted? How did one brother recognize the other? Were they both wounded? In what position were they found by those who buried the dead? Is not war always cruel? Is it ever right?

Exercises on the Vocals.

ou, as in *l*ou*d*; and **ow,** as in n*ow*.—The h*ou*nd ran h*ow*ling r*ou*nd the m*ou*ntain. No d*ou*bt the f*ow*ler will n*ow* catch the gr*ou*se. An *ow*l sat *ou*t on the m*ou*nd. A beautiful b*ow*er sur*ou*nds the f*ou*ntain. The c*ow*ard crouched at the s*ou*nd of the h*ow*itzer.

LESSON LXXII.

1. Fawn; *n.* a young deer.
1. Ca-ress'ed; *v.* to fondle; to pet.
3. Vil'la-gers; *n.* those living in a village.
4. Spec-ta'tors; *n.* those who look on.
6. In-ter-cept'; *v.* to stop; to seize.
8. Pit'i-less; *adj.* without pity; hard-hearted.
9. Scent; *n.* track followed by the sense of smell.
10. Cow'ed; *v.* made afraid.
11. Col'lar; *n.* an ornament for the neck.

THE PET FAWN.

1. A pretty little fawn had been brought in, when very young, from the woods, and nursed and petted, by a lady in the village, until it had become as tame as possible. It was graceful, as those little creatures always are, and so gentle and playful that it became a great favorite, following the different members of the family about, caressed by the neighbors, and welcome every-where.

2. One morning, after playing about as usual until weary, it lay down in the sunshine, at the feet of one of its friends, upon the steps of a store. There came along a countryman, who for several years had been a hunter by pursuit, and who still kept several hounds, one of which was now with him.

3. The dog, as it approached the spot where the fawn lay, suddenly stopped. The little animal saw him, and started to its feet. It had lived more than half its life among the dogs of the village, and had apparently lost all fear of them; but it seemed now to know that an enemy was near. In an instant, its whole nature seemed changed; all its past habits were forgotten; every wild impulse was awake; its head erect, its nostrils †dilated, its eyes flashing.

4. In another instant, before the spectators had thought of the danger, and before its friends could secure it, the fawn was bounding away through the street, and the hound in full chase. The †bystanders were eager to save it; several persons immediately followed its track; the friends who had long fed and fondled it, calling the name it had hitherto known, in vain.

5. The hunter endeavored to whistle back his dog, but with no success. In half a minute the fawn had turned the first corner, dashed onward toward the lake, and thrown itself into the water. But if for a moment the startled creature believed itself safe in the cool bosom of the lake, it was soon †undeceived; for the hound followed in hot and eager chase, while a dozen village dogs joined blindly in the †pursuit.

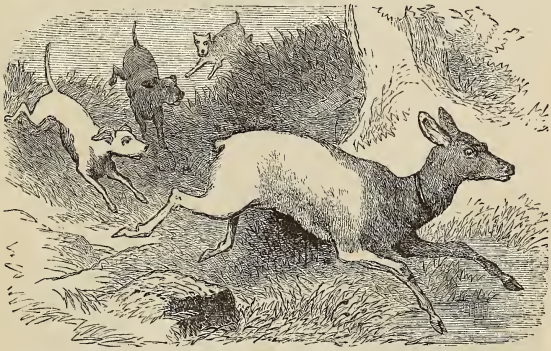
6. A large crowd collected on the bank—men, women, and children—anxious for the fate of the little animal so well known to them all. Some threw themselves into boats, hoping to intercept the hound before he reached his prey. The †plashing of the oars, the eager voices of men and boys, and the barking of the dogs, must have filled the heart of the poor fawn with terror and anguish; as though every creature on the spot where it had once been caressed and fondled, had suddenly turned into a deadly foe.

7. It was soon seen that the little animal was directing its course across a bay toward the nearest borders of the forest. Immediately the owner of the hound crossed the bridge, and ran at full speed, hoping to stop his dog as he landed. On swam the fawn, as it never swam before; its delicate head scarcely seen above the water, but leaving a disturbed track, which †betrayed its course alike to its friends and foes.

8. As it approached the land, the interest became †intense. The hunter was already on the same side of

the lake, calling loudly and angrily to his dog; but the hound seemed to have quite forgotten his master's voice in the pitiless pursuit. The fawn reached the shore: with a leap it had crossed the narrow strip of beach, and in another instant it would reach the cover of the woods.

9. The hound followed true to the scent, pointing to the same spot on the shore; his master, anxious to meet him, had run at full speed, and was now coming up at the same critical moment. Will the dog listen to his voice? or can the hunter reach him in time to seize and control him? A shout from the bank told that the fawn had passed out of sight into the forest.



At the same instant, the hound, as he touched the land, felt the hunter's strong arm clutching his neck. The worst was believed to be over; the fawn was leaping up the mountain-side, and its enemy restrained. The other dogs, seeing their leader cowed, were easily managed.

10. A number of persons, men and boys, dispersed themselves through the woods in search of the little creature, but without success; they all returned to the village, reporting that the fawn had not been seen.

Some thought that, after its fright had passed, it would return of its own accord. It wore a pretty collar with its owner's name engraved upon it, so that it could be easily known from any other fawn that might be straying about the woods.

11. Before many hours had passed, a hunter presented himself to the lady whose pet the little creature had been, and showed a collar with her name upon it. He said that he was out hunting in the morning, and saw a fawn in the distance. The little pet, instead of bounding away as he expected, moved toward him; he took aim, fired, and shot it through the heart.

EXERCISES.—Why was the fawn a great pet in the village? How did the fawn know the hound was its enemy? What did the hound do? What did the spectators do? Did the fawn escape the dogs? What was its fate?

LESSON LXXIII.

1. CAB'IN; *n.* small room in a vessel.
1. DEEP; *n.* the ocean.
2. SHAT'TER-ED; *v.* broken in pieces.
2. BLAST; *n.* tempest.
3. SHUD'DER-ED; *v.* shook with fear.
3. BREAK'ERS; *n.* waves of the sea broken by rocks.
4. STAG'GER-ED; *v.* reeled.
6. CHEER; *n.* state of mind.
6. HAR'BOR; *n.* a place where ships can ride in safety.
6. ANCH'OR-ED; *v.* fastened the ship.

THE TEMPEST.

1. WE were crowded in the cabin;
Not a soul would dare to sleep:
It was midnight on the waters,
And a storm was on the deep.

2. 'Tis a †fearful thing in winter
To be shattered by the blast;
And to hear the †rattling trumpet
Thunder, "Cut away the mast!"

3. So we †shuddered there in †silence,
For the †stoutest held his breath,
While the †hungry sea was roaring
And the breakers †threatened death.

4. And as thus we sat in darkness,
Each one busy in his prayers,
"We are lost!" the †captain shouted,
As he staggered down the stairs.

5. But his little †daughter whispered,
As she took his icy hand,
"Isn't God upon the ocean,
Just the same as on the land?"

6. Then we kissed the little †maiden,
And we spoke in better cheer;
And we anchored safe in harbor
When the morn was †shining clear.

7. The Lord is my shepherd; I shall not want. He maketh me to lie down in green pastures: he leadeth me beside the still waters. Yea, though I walk through the valley of the shadow of death, I will fear no evil; for thou art with me: thy rod and thy staff, they comfort me. Surely, goodness and mercy shall follow me all the days of my life; and I will dwell in the house of the Lord forever.

EXERCISES.—What does the first stanza describe? What is fearful in winter? Repeat the third stanza. What did the captain shout? What did his little daughter say? Was the vessel lost? Does God see and care for us alike at all times? Should we not, then, always love and obey him? Memorize and repeat the selection from the Bible.

LESSON LXXIV.

EX-TREME'LY; *adv.* very much.
WHIM'SI-CAL; *adj.* full of whims.
TRI'FLES; *n.* things of little importance.
FORE'TOP; *n.* hair on the forepart of the head.
CUR'RIED; *v.* cleaned.
BUN'GLER; *n.* a clumsy workman.
CA'PA-BLE; *adj.* possessing ability.
DIS-PŌS'ED; *v.* inclined to.
BACK'WARD; *adj.* slow; unwilling.
PER-FORM'ING; *v.* accomplishing.
RE-FŪS'AL; *n.* choice of taking.
CRAM'MED; *v.* stuffed.

CIRCUMSTANCES ALTER CASES.

Derby. Good morning, neighbor Scrapewell. I have half a dozen miles to ride to-day, and shall be extremely obliged, if you will lend me your gray mare.

Scrapewell. It would give me great pleasure to oblige you, friend Derby; but I am under the †necessity of going to the mill, this very morning, with a bag of corn. My wife wants the meal *to-day*, and you know what a time there'll be if I †disappoint her.

D. Then she must want it still, for I can assure you the mill does not go to-day. I heard the miller tell Will Davis that the water was too low.

S. You don't say so? That is bad, indeed; for in that case I shall be obliged to gallop off to town for the meal. My wife would comb my head for me if I should neglect it.

D. I can save you this journey, for I have plenty of meal at home, and will lend your wife as much as she wants.

S. Ah! neighbor Derby, I am sure your meal would never suit my wife. You can't †conceive how whimsical she is.

D. If she were ten times more whimsical than she

is, I am certain she would like it; for you sold it to me yourself, and you assured me it was the best you ever had.

S. Yes, yes! that 's true, indeed; I always have the best of every thing. You know, neighbor Derby, that no one is more ready to oblige a friend than I am; but I must tell you, the mare this morning refused to eat hay; and, truly, I am afraid she will not carry you.

D. O, never fear! I will feed her well with oats on the road.

S. Oats! neighbor; oats are very dear.

D. Never mind that. When I have a good job in view, I never stand for trifles.

S. But it is very †slippery; and I am really afraid she will fall and break your neck.

D. Give yourself no uneasiness about that. The mare is certainly sure-footed; and, besides, you were just now talking of galloping her to town.

S. Well, then, to tell you the plain truth, though I wish to oblige you with all my heart, my saddle is torn quite in pieces, and I have just sent my bridle to be mended.

D. Luckily, I have both a bridle and a saddle hanging up at home.

S. Ah! that may be; but I am sure your saddle will never fit my mare. She 's very notional.

D. Why, then I 'll borrow neighbor Clodpole's.

S. Clodpole's! his will no more fit than yours.

D. At the worst, then, I will go to my good friend Squire Jones. He has half a score of them; and I am sure he will lend me one that *will* fit her.

S. You know, friend Derby, that no one is more willing to oblige his neighbors than I am. I do assure you, the beast should be at your service, with all my heart; but she has not been curried, I believe, for three weeks past. Her forctop and mane want comb-

ing and cutting very much. If any one should see her in her present plight, it would ruin the sale of her.

D. O! a horse is soon curried, and my son Sam shall attend to it at once.

S. Yes, very likely; but I this moment recollect the creature has no shoes on.

D. Well, is there not a blacksmith hard by?

S. What, that tinker, Dobson? I would not trust such a bungler to shoe a goat. No, no; none but uncle Tom Thumper shall shoe my mare.

D. As good luck will have it, then, I shall pass right by his door.

S. [*Calling to his son.*] Tim, Tim! here's neighbor Derby, who wants the loan of the gray mare, to ride to town to-day. You know the skin was rubbed off her back, last week, a hand's breadth or more. [*Gives Tim a wink.*] However, I believe she is well enough by this time. You know, Tim, how ready I am to oblige my neighbors; indeed, we ought to do all the good we can in this world. We must certainly let neighbor Derby have her, if she will possibly answer his purpose. Yes, yes; I see plainly, by Tim's countenance, neighbor Derby, that he's disposed to oblige you. I would not have refused you the mare for the worth of her. If I had, I should have expected you to refuse me in turn. None of my neighbors can accuse me of being backward in doing them a kindness. Come, Tim, what do you say?

T. What do I say, father? Why, sir, I say, that I am no less ready than you are to do a neighborly kindness. But the mare is by no means capable of performing the journey. About a hand's breadth, did you say? Why, sir, the skin is torn from the poor creature's back, the bigness of your broad-brimmed hat! And, besides, I have promised her, so soon as

she is able to travel, to Ned Saunders, to carry a load of apples to market.

S. Do you hear that, neighbor? I am very sorry matters are thus. I would not have †disobliged you for the price of two such mares. Believe me, neighbor Derby, I am really sorry, for your sake, that matters turn out thus.

D. And I as much for yours, neighbor Scrapewell; for to tell you the truth, I received a letter this morning from Mr. Griffin, who tells me, if I will be in town to-day, he will give me the refusal of all that lot of timber, which he is about cutting down, on the side of the hill; and I had intended you should have shared half of it, which would have been not less than fifty dollars in your pocket. But, as your——

S. Fifty dollars, did you say?

D. Ay, truly, did I; but as your mare is out of order, I'll go and see if I can get old Roan, the blacksmith's horse.

S. Old Roan! My mare is at your service, neighbor. Here, Tim, tell Ned Saunders he can't have the mare: Neighbor Derby wants her; and I won't refuse so good a friend any thing he asks for.

D. But what are you to do for meal?

S. My wife can do without it for a week, if you want the mare so long.

D. But then, your saddle is all in pieces.

S. I meant the old one. I have bought a new one since, and you shall have the first use of it.

D. And shall I call at Thumper's and get the mare shod?

S. No, no; I had forgotten to tell you, that I let neighbor Dobson shoe her, last week, by way of trial; and, to do him justice, he shoes extremely well.

D. But if the poor creature has lost so much skin from off her back——

S. Poh, poh! That is just one of Tim's large stories. I do assure you, it was not, at first, bigger than my thumb-nail, and I am certain it has not grown any since.

D. At least, however, let her have something she will eat, since she refuses hay.

S. She did, indeed, refuse hay this morning; but the only reason was that she was crammed full of oats You have nothing to fear, neighbor; the mare is in perfect trim; and she will skim you over the ground like a bird. I wish you a good journey and a profitable job.

EXERCISES.—Relate the facts of this dialogue. What is a dialogue? What do you think of the honesty of such men as Scrapewell? Why did he, at last, accommodate Mr. Derby? Was his conduct the result of kindness or selfishness? Are those who do kind acts through selfish motives entitled to praise? Why not?

LESSON LXXV.

1. LU'RID; *adj.* dismal; gloomy.
1. PHAN'TA-SY; *n.* specter-like appearance.
1. BLENT; *v.* mingled together.
2. TI'DINGS; *n.* news.
5. AN'GUISH; *n.* deep distress.
5. RE-PRESS'ED; *v.* kept back.
7. GREET; *v.* welcome.
8. PAR'DON; *n.* forgiveness.
8. EN-TWINE'; *v.* clasp together.

THE DYING SOLDIERS.

1 A WASTE of land, a †sodden plain,
A lurid sunset sky,
With clouds that fled and faded fast
In †ghostly phantasy;
A field upturned by trampling feet,
A field uppiled with slain,
With horse and rider blent in death
Upon the battle-plain.

2. The dying and the dead lie low;
For them, no more shall rise
The evening moon, nor midnight stars,
Nor daylight's soft †surprise:
They will not wake to tenderest call,
Nor see again each home,
Where waiting hearts shall throb, and break,
When this day's tidings come.

3. Two soldiers, lying as they fell
Upon the reddened clay—
In daytime, foes; at night, in peace
Breathing their lives away!
Brave hearts had stirred each manly breast;
Fate only, made them foes;
And lying, dying, side by side,
A softened feeling rose.

4. "Our time is short," one faint voice said;
"To-day we 've done our best
On different sides: what matters now?
To-morrow we shall rest!
Life lies behind. I might not care
For only my own sake;
But far away are other hearts,
That this day's work will break.

5. "Among New Hampshire's snowy hills,
There pray for me to-night
A woman, and a little girl
With hair like golden light;"
And at the thought, broke forth, at last,
The cry of anguish wild,
That would not longer be repressed—
"O God! my wife, my child!"

6. "And," said the other dying man,
"Across the Georgia plain,
There watch and wait for me loved ones
I ne'er shall see again:
A little girl, with dark, bright eyes,
Each day waits at the door;
Her father's step, her father's kiss,
Will never greet her more.

7. "To-day we sought each other's lives:
Death levels all that now;
For soon before God's mercy-seat
Together we shall bow.
Forgive each other while we may;
Life's but a weary game,
And, right or wrong, the morning sun
Will find us, dead, the same."

8. The dying lips the pardon breathe;
The dying hands entwine;
The last ray fades, and over all
The stars from heaven shine;
And the little girl with golden hair,
And one with dark eyes bright,
On Hampshire's hills, and Georgia's plain,
Were fatherless that night!

EXERCISES.—What do the first two stanzas describe? What does the third? What did one soldier say to the other? Where was his home? What friends had he there? Where was the home of the other soldier? Who waited for him? Did they forgive each other? Repeat the last stanza.

EXERCISES ON THE VOCALS.

LONG VOWEL SOUNDS.—P*ay* the *e*vil and *i*dle b*oa*ster the *usu*ry of t*oi*l. An *A*pril *e*vening f*i*nds the soldier *ou*t at *u*seful t*oi*l. *O*'er the pl*ai*n the *ea*gle, fl*y*ing, scr*ea*ms al*ou*d. *A*, *e*, *i*, *o*, and *u* are vowels.

LESSON LXXVI.

1. A-GREE'A-BLE; *a.* pleasing; welcome.
2. AF-FIRM'ED; *v.* said; declared.
4. SE-DATE'; *adj.* calm; quiet.
6. SO'CIA-BLY; *adv.* in a friendly way.
13. RE-SEM'BLANCE; *n.* that which is like, or similar.
14. DIL'I-GENT; *a.* carefully attentive; industrious.
14. VIS'AGE; *n.* the face or look of a person, or of other animals.
15. CAR'PEN-TER; *n.* a workman in timber; a builder of houses or ships.

HUGH IDLE AND MR. TOIL.

1. HUGH IDLE loved to do only what was agreeable, and took no delight in labor of any kind. But while Hugh was yet a little boy, he was sent away from home, and put under the care of a very strict schoolmaster, who went by the name of Mr. Toil.

2. Those who knew him best, affirmed that Mr. Toil was a very worthy character, and that he had done more good, both to children and grown people, than any body else in the world. He had, however, a severe and ugly countenance; his voice was harsh; and all his ways and customs were †disagreeable to our young friend, Hugh Idle.

3. The whole day long this terrible old school-master †stalked about among his scholars, with a big cane in his hand; and unless a lad chose to attend constantly and quietly to his book, he had no chance of enjoying a single quiet moment. "This will never do for me," thought Hugh; "I'll run off, and try to find my way home."

4. So the very next morning off he started, with only some bread and cheese for his breakfast, and very little pocket-money to pay his expenses. He had gone but

a short distance, when he overtook a man of grave and sedate appearance †trudging, at a †moderate pace, along the road.

5. "Good morning, my fine lad!" said the stranger; and his voice seemed hard and severe, yet had a sort of kindness in it; "whence do you come so early, and whither are you going?"

6. Now Hugh was a boy of very frank disposition, and had never been known to tell a lie in all his life. Nor did he tell one now, but confessed that he had run away from school on account of his great dislike to Mr. Toil. "O, very well, my little friend!" answered the stranger; "then we will go together; for I likewise have had a good deal to do with Mr. Toil, and should be glad to find some place where he was never heard of." So they walked on very sociably side by side.

7. By and by their road led them past a field, where some hay-makers were at work. Hugh could not help thinking how much pleasanter it must be to make hay in the sunshine, under the blue sky, than to learn lessons all day long, shut up in a †dismal school-room, continually watched by Mr. Toil.

8. But in the midst of these thoughts, while he was stopping to peep over the stone-wall, he started back and caught hold of his companion's hand. "Quick, quick!" cried he; "let us run away, or he will catch us!"

9. "Who will catch us?" asked the stranger.

10. "Mr. Toil, the old school-master," answered Hugh; "don't you see him among the hay-makers?" and Hugh pointed to an elderly man, who seemed to be the owner of the field.

11. He was busily at work in his shirt sleeves. The drops of sweat stood upon his brow; and he kept constantly crying out to his work-people to make hay while the sun shone. Strange to say, the †features of the old farmer were precisely the same as those of

Mr. Toil, who at that very moment must have been just entering the school-room.

12. "Don't be afraid," said the stranger; "this is not Mr. Toil, the school-master, but a brother of his, who was bred a farmer. He won't trouble you, unless you become a laborer on his farm."

13. Hugh believed what his companion said, but was glad when they were out of sight of the old farmer, who bore such a singular resemblance to Mr. Toil. The two travelers came to a spot where some carpenters were building a house. Hugh begged his companion to stop awhile, for it was a pretty sight to see how neatly the carpenters did their work with their saws, planes, and hammers; and he was beginning to think he too should like to use the saw, and the plane, and the hammer, and be a carpenter himself. But suddenly he caught sight of something that made him seize his friend's hand, in a great fright.

14. "Make haste! quick, quick!" cried he; "there's old Mr. Toil again." The stranger cast his eyes where Hugh pointed his finger, and saw an elderly man, who seemed to be overseeing the carpenters, as he went to and fro about the unfinished house, marking out the work to be done, and urging the men to be diligent; and wherever he turned his hard and wrinkled visage, they sawed and hammered, as if for dear life.

15. "O, no! this is not Mr. Toil, the school-master," said the stranger; "it is another brother of his, who follows the trade of carpenter."

16. "I am very glad to hear it," quoth Hugh; "but if you please, sir, I should like to get out of his way as soon as possible."

EXERCISES.—To whose school was Hugh Idle sent? What was the character of the school-master? Why did Hugh leave the school? What did the stranger propose to Hugh? Give Hugh's adventure with the hay-makers. With the carpenters.

LESSON LXXVII.

1. GAY'LY; *adv.* finely; splendidly.
1. VENT'URE; *v.* to dare; to risk.
3. DIS-MAY'; *n.* fright; terror.
4. EN-LIST'; *v.* to put one's name on a roll; to join.
5. COM-PŌS'ED-LY; *adv.* calmly; quietly.
6. RE-SŪM'ED; *v.* recommenced.
8. DEX-TER'I-TY; *n.* skill; quickness.
10. OB-SERV'ED; *v.* remarked.
12. DIS-GUISE'; *n.* something put on to conceal one's real self.
15. COM-PAN'ION; *n.* comrade.
16. AP-PRO-BA'TION; *n.* regarding with pleasure.

HUGH IDLE AND MR. TOIL—CONCLUDED.

1. Now Hugh and the stranger had not gone much further, when they met a company of soldiers, gayly dressed, with feathers in their caps, and glittering muskets on their shoulders. In front marched the drummers and fifers, making such merry music, that Hugh would gladly have followed them to the end of the world. If he were only a soldier, he said to himself, old Mr. Toil would never venture to look him in the face.

2. "Quick step! forward! march!" shouted a †gruff voice.

3. Little Hugh started in great dismay; for this voice sounded precisely like that which he had heard every day in Mr. Toil's school-room. And turning his eyes to the captain of the company, what should he see but the very image of old Mr. Toil himself, in an officer's dress, to be sure, but looking as ugly and disagreeable as ever.

4. "This is certainly old Mr. Toil," said Hugh, in a trembling voice. "Let us away, for fear he should make us enlist in his company."

5. "You are mistaken again, my little friend," replied the stranger very composedly. "This is only a brother of Mr. Toil's, who has served in the army all his life. You and I need not be afraid of him."

6. "Well, well," said Hugh, "if you please, sir, I don't want to see the soldiers any more." So the child and the stranger resumed their journey; and, after awhile, they came to a house by the roadside, where a number of young men and rosy-cheeked girls, with smiles on their faces, were dancing to the sound of a fiddle.

7. "O, let us stop here," cried Hugh; "Mr. Toil will never dare to show his face where there is a fiddler, and where people are dancing and making merry."

8. But the words had scarcely died away on the little boy's tongue, when, happening to cast his eyes on the fiddler, whom should he behold again but the likeness of Mr. Toil, armed with a fiddle-bow this time, and flourishing it with as much ease and dexterity, as if he had been a fiddler all his life.

9. "O, dear me!" whispered he, turning pale; "it seems as if there were nobody but Mr. Toil in the world."

10. "This is not your old school-master," observed the stranger, "but another brother of his, who has learned to be a fiddler. He is ashamed of his family, and generally calls himself Master Pleasure; but his real name is Toil, and those who know him best, think him still more disagreeable than his brothers."

11. "Pray, let us go on," said Hugh.

12. Well, thus the two went wandering along the highway, and in shady lanes, and through pleasant villages, and wherever they went, behold! there was the image of old Mr. Toil. If they entered a house, he sat in the parlor; if they peeped into the kitchen,

he was there! He made himself at home in every cottage, and stole, under one disguise or another, into the most splendid mansions. Every-where they stumbled on some of the old school-master's †innumerable brothers.

13. At length, little Hugh found himself completely worn out with running away from Mr. Toil. "Take me back! take me back!" cried the poor fellow, bursting into tears. "If there is nothing but Toil all the world over, I may just as well go back to the school-house."

14. "Yonder it is; there is the school-house!" said the stranger; for though he and little Hugh had taken a great many steps, they had traveled in a circle instead of a straight line. "Come, we will go back to the school together."

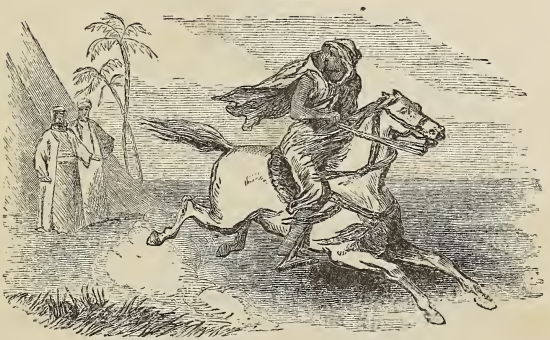
15. There was something in his companion's voice that little Hugh now remembered; and it is strange that he had not remembered it sooner. Looking up into his face, behold! there again was the likeness of old Mr. Toil, so that the poor child had been in company with Toil all day, even while he had been doing his best to run away from him.

16. Little Hugh Idle, however, had learned a good lesson, and from that time forward, was diligent at his task, because he now knew that diligence is not a whit more toilsome than sport or idleness. And when he became better acquainted with Mr. Toil, he began to think his ways were not so disagreeable, and that the old school-master's smile of approbation made his face sometimes appear almost as pleasant as even that of Hugh's mother.

EXERCISES.—Whom did Hugh see with the soldiers? What is said of the fiddler? Give, in your own language, the further adventures of Hugh and the stranger. What lesson is taught by this story?

LESSON LXXVIII.

1. Grieve; *v.* to sorrow over.
2. Meek'ly; *adv.* gently.
3. Im-pa'tient; *adj.* uneasy; restless.
4. Fleet; *adj.* swift.
4. Roam; *v.* to rove; to wander.
5. Tempt'ed; *v.* endeavored to persuade.
6. Steed; *n.* a horse.
6. Scour; *v.* run swiftly.



THE ARAB AND HIS HORSE.

Articulate distinctly and pronounce correctly. Do not say *an* for and; *uf* for of; *lifs* for lifts; *dif'culty* for dif-fi-cul-ty; *hass* for hast; *beautif'l* for beau-ti-ful; *joyf'ly* for joy-ful-ly; *var'able* for va-ri-a-ble; *fiels* for fields; *complaince* for com-plaints; *en* for end; *duss* for dust; *runnin* for run-ning.

1. Once a very poor Arab was tempted to sell his horse to a rich man for a bag of gold. The Arab was in rags, and his children had no food; he saw the bright gold, and then looked at his horse. "No," said he, "we will not part; it is sad to want food, but it is worse to lose thee. Come back, come back, my beauty, we will be glad once more with the little ones at home; they will grieve till we see them again." He then

sprang upon the back of the noble horse, and was soon out of sight.

2. My beautiful, my beautiful,
That standest meekly by
With thy proudly-arched and †glossy neck,
And dark and fiery eye,
Fret not to roam the desert now
With all thy †winged speed;
I'm not to mount on thee again:
Thou 'rt sold, my Arab steed!

3. Fret not with that impatient hoof;
Snuff not the breezy wind;
So far as thou shalt gallop now,
Thou leavest me behind;
The stranger hath thy bridle-rein;
Thy master hath *his* gold:
Fleet-limbed and beautiful, farewell!
Thou 'rt sold, my steed, thou 'rt sold!

4. Slow and unmounted I shall roam,
With weary foot alone,
Where with fleet step and joyous bound,
Thou oft hast borne me on;
And sitting down by that green well,
I'll pause and sadly think,
"'T was here he bowed his glossy neck,
When last I saw him drink!"

5. When *last* I saw thee drink?—away!
The †fevered dream is o'er;
I could not live a day, and know
That we should meet no more!
They tempted me, my beautiful,
For hunger's power is strong;
They tempted me, my beautiful,
But I have loved too long.

6. Who said that I had given thee up?
Who said that thou wert sold?
'Tis false, 'tis false, my Arab steed!
I fling them back their gold!
Thus, *thus* I leap upon thy back
To scour the distant plains;
Away! who overtakes us now
Shall claim thee for his pains!

LESSON LXXIX.

1. Mourn'ful; *a.* full of sorrow.
2. Ef-fac'ed; *v.* worn away.
4. Af-fec'tion-ate; *a.* loving.
5. Slum'ber; *n.* light sleep.

MY MOTHER'S GRAVE.

1. It was thirteen years since my mother's death, when, after a long absence from my native village, I stood beside the sacred mound beneath which I had seen her buried. Since that mournful period, a great change had come over me. My childish years had passed away, and with them my youthful character. The world was altered, too; and as I stood at my mother's grave, I could hardly realize that I was the same thoughtless, happy creature, whose cheeks she so often kissed in an excess of tenderness.

2. But the varied events of thirteen years had not effaced the remembrance of that mother's smile. It seemed as if I had seen her but yesterday—as if the blessed sound of her well-remembered voice was in my ear. The gay dreams of my infancy and childhood were brought back so distinctly to my mind, that had it not been for one bitter recollection, the tears I shed would have been gentle and refreshing.

3. The circumstance may seem a trifling one, but the thought of it now pains my heart; and I relate it,

that those children who have parents to love them, may learn to value them as they ought. My mother had been ill a long time, and I had become so accustomed to her pale face and weak voice, that I was not frightened at them, as children usually are. At first, it is true, I sobbed violently; but when, day after day, I returned from school, and found her the same, I began to believe she would always be spared to me; but they told me she would die.

4. One day when I had lost my place in the class, I came home discouraged and fretful. I went to my mother's chamber. She was paler than usual, but she met me with the same affectionate smile that always welcomed my return. Alas! when I look back through the lapse of thirteen years, I think my heart must have been stone, not to have been melted by it. She requested me to go down stairs, and bring her a glass of water. I pettishly asked why she did not call a domestic to do it. With a look of mild reproach, which I shall never forget if I live to be a hundred years old, she said, "Will not my daughter bring a glass of water for her poor sick mother?"

5. I went and brought her the water, but I did not do it kindly. Instead of smiling, and kissing her as I had been wont to do, I set the glass down very quickly and left the room. After playing a short time, I went to bed without bidding my mother good-night; but when alone in my room, in darkness and silence, I remembered how pale she looked, and how her voice trembled when she said, "Will not my daughter bring a glass of water for her poor sick mother?" I could not sleep. I stole into her chamber to ask forgiveness. She had sunk into an easy slumber and they told me I must not waken her.

6. I did not tell any one what troubled me, but stole back to my bed, resolved to rise early in the morning,

and tell her how sorry I was for my conduct. The sun was shining brightly when I awoke, and hurrying on my clothes, I hastened to my mother's chamber. She was dead! She never spoke more—never smiled upon me again—and when I touched the hand that used to rest upon my head in blessing, it was so cold that it made me start.

7. I bowed down by her side, and sobbed in the bitterness of my heart. I thought then I wished I might die, and be buried with her; and old as I now am, I would give worlds, were they mine to give, could my mother but have lived to tell me she forgave my childish ingratitude. But I can not call her back; and when I stand by her grave, and whenever I think of her manifold kindness, the memory of that reproachful look she gave me, will bite like a serpent, and sting like an adder.

LESSON LXXX.

1. BAY'O-NET; *n.* a short, pointed iron weapon.
1. DAR'LING; *n.* one dearly loved.
1. LIN'GER-ING; *adj.* protracted.
2. MAT'TED; *adj.* twisted together.
2. DEL'I-CATE; *adj.* soft and fair.
2. WAN'DER-ING; *adj.* straying.
4. EN-SHRIN'ED; *v.* cherished.
4. WAFT'ED; *v.* caused to float.
5. YEARN'ING, *v.* to be eager; longing.
5. TEN'DER-LY; *adv.* gently; kindly.

SOMEBODY'S DARLING.

1. INTO a ward of the whitewashed halls,
Where the dead and dying lay,
Wounded by bayonets, shells, and balls,
Somebody's darling was borne one day;
Somebody's darling, so young and brave,
Wearing yet on his pale, sweet face,
Soon to be hid by the dust of the grave,
The lingering light of his boyhood's grace.

2. Matted and damp are the curls of gold,
Kissing the snow of that fair young brow:
Pale are the lips of delicate mold—
Somebody's darling is dying now.
Back from his beautiful blue-veined brow,
Brush all the wandering waves of gold;
Cross his hands on his bosom now;
Somebody's darling is still and cold.

3. Kiss him once for somebody's sake,
Murmur a prayer soft and low;
One bright curl from its fair mates take;
They were somebody's pride, you know;
Somebody's hand has rested there;
Was it a mother's soft and white?
And have the lips of a sister fair
Been †baptized in the waves of light?

4. God knows best! he was somebody's love;
Somebody's heart enshrined him there;
Somebody wafted his name above,
Night and morn, on the wings of prayer.
Somebody wept when he marched away,
Looking so handsome, brave, and grand;
Somebody's kiss on his forehead lay;
Somebody clung to his parting hand.

5. Somebody's watching and waiting for him,
Yearning to hold him again to her heart.
And there he lies, with his blue eyes dim,
And the smiling childlike lips apart.
Tenderly bury the fair young dead,
Pausing to drop on his grave a tear;
Carve on the wooden slab at his head,
"Somebody's darling slumbers here."

THE END.

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